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A project was undertaken by the Public Services Division, Northern Michigan University, under a contract with the Department of Labor, for the purpose of training a population of 100 rural dropouts ages 17 through 25 in salable work skills. Three counties in the Upper Michigan Peninsula were selected as the area from which trainees were selected. The project operating design called for extensive community involvement in the selection process and the program operation in each of the counties served. Results of the study indicated that dropouts were educable and trainable, but that a corrective effort was much more costly than a preventive one would have been. (VM)

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A NEW ATTACK UPON RURAL POVERTY

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EXPERIMENTAL AND DEMONSTRATION PROJECT
NORTHERN MICHIGAN UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A NEW ATTACK UPON RURAL POVERTY

AN EXPERIMENTAL AND DEMONSTRATION PROJECT

FINAL REPORT

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

August 31, 1966

Public Services Division
Northern Michigan University

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ACKNOWLEDGEMENT

Prior to the execution of the contract with the Department of Labor, Office of Manpower, Automation, and Training, which resulted in the Experimental and Demonstration Project, "A New Attack Upon Rural Poverty," considerable time and effort was devoted by many individuals representing agencies, organizations, and institutions to the development of a proposal which would contain action features designed to meet the needs of rural dropouts. Involved in this effort were at least 22 agencies and citizen groups, officials and staff members from Northern Michigan University, directors and consultants from state and the Federal government.

Without such assistance the proposal, in all probability, would never have become operational. More importantly, cooperation and assistance did not cease with the approval of a contract. Throughout the operation the support of, the assistance from, the interest in, the cooperation of individual organizations, institutions, and agencies enabled the project to conduct an operation which the staff feels proved the worthiness of the effort. The list of those who contributed is too long to include here. Their reward, while unrecognized, is one of personal growth and personal achievement. Because of the degree of involvement, special recognition must be given to the Department of Social Welfare; the State Department of Health, the Department of Vocational Rehabilitation; the Department of Public Instruction; the Michigan Employment Security Commission; the Bureau of Apprenticeship and Training; the Office of Manpower, Automation, and Training; the county extension agents; county and local school systems; judges and probation authorities; the clergy; service groups; and the many staff members of the university who freely contributed their time and energy.

Special recognition must be given to the staff even though it may appear superfluous. Without their untiring enthusiasm, patience, and understanding, their empathy and direction, their sincerity and willingness to learn, and their determination, the project might not have reached first base. No role or activity was beyond their willingness to try and herein lies one of the keys to success.

The significance of the above might be more effectively reported through examination of the roles they were asked to play. The staff served as instructors, counselors, therapists, bus drivers, taxi drivers, lunch delivers, budget managers, on-the-job developers and supervisors, financial experts, coordinators, community action specialists, human relation experts, etc. In the process they drove approximately 25,000 miles while averaging a work day of over 10 hours. As a team the three counselor-coordinators, the secretary, and the student assistants in close concert with the volunteer coordinators and the community volunteer committees, a valuable and needed service was rendered. To those individuals who gave so much of themselves to help others help themselves, special recognition is warranted.

To each and every person involved, the staff and the trainees enrolled in this effort wish to convey the sincerest thanks and appreciation.

PREFACE

Within the guidelines of the formal proposal, the project staff attempted to perform a multitude of tasks in an effort to be of service to each eligible person contacted. Being a "jack-of-all-trades and master of none" restricted somewhat the sophistication of the service rendered, and this is reflected in the report. In this endeavor, however, any other course of action would have decreased the amount of service provided, increased the per capita costs, and probably would have increased the confusion in the mind of the person being helped. Having as a maximum on area representative, a volunteer coordinator, and a project staff member to contact simplified the procedure and it did appear that at no time after first being contacted did an eligible candidate not know how to proceed.

In the process of assisting all persons contacted and in performing the many services detailed in the proposal and developing from the plan, no attempt was made to conform to predescribed patterns. It was the philosophy of the program to be of service. The web of poverty is confining, it has many manifestations, and the causative factors are multiple as well as historical. Resolving the problem involves working with the whole individual rather than fragmentizing the efforts as is so often the case.

As a result, the real significance of this project can only be found in the lives of those reached. In the attempt to be of service, much trial and error was involved. The experience has been both rewarding and frustrating, and on many occasions the project staff members felt they were the beneficiaries--not in a monetary sense but because the experience has reinforced most vividly the complexity and the simplicity of life. The barriers between individuals are self-created and, in most cases, ego protective.

For these reasons the final report has attempted to cover each operational phase in detail. To do otherwise one would have to document factually the process and the results, and while certain features of the operation appear to have merit and are being used in other university programs, the key would appear not to be in project design and methodology but in the humanism and involvement of those participating.

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CHAPTER I

INTRODUCTION

Under the leadership of President Edgar L. Harden, Northern Michigan University has attempted to meet the needs of its immediate service area, the Upper Peninsula of Michigan, through programs of instruction, research, and service. The latter is the responsibility of the Public Service Division headed by Dr. Claud A. Bosworth, one of the three vice presidents of the university. This division conducts a variety of programs designed to meet either directly or indirectly the needs of the people through private as well as public institutions and agencies. Operations are conducted in a cooperative and coordinated manner in an effort to increase the effectiveness of any given program and to attempt a holistic rather than fragmented effort.

In March of 1962, the Public Service Division with the help of the Area Redevelopment Act and the Manpower Development Training Act created in the city of Marquette an Area Vocational Training Center. From a modest beginning of 3 programs involving 48 trainees, the number and variety of programs and the number of trainees enrolled have increased to an approximate yearly average of 400 trainees enrolled in 13 occupational fields. Approximately 90 per cent of the trainees have completed programs, and 90 per cent of those have been placed on jobs.

The early success of manpower training programs was most satisfying to the sponsoring institution, to the Michigan Department of Vocational Education, to the Michigan Employment Security Commission, and to other agencies and organizations less directly involved. But it was also evident that the training programs, while providing skills to unemployed and underemployed, were in reality assisting the "cream" and were not reaching or training the hard core unemployed. To accomplish the objective of reaching and training the untouched group, an effective program of recruiting applicants and motivating them to leave their homes to be trained would have to be developed, and the training program itself would have to be re-evaluated and modified. Modification in instructional techniques and methodology would be necessary. A program providing instruction in basic literacy and mathematic skills would have to be developed and a supportive program of counseling service would have to be provided if the program was to have a reasonable chance of success.

Discussions of the problems were held with community leaders and with state and federal representatives from the Department of Labor and the Department of Health, Education, and Welfare. A broad-scale, generalized plan involving all 15 counties in Michigan's Upper Peninsula was first proposed. Project design called for attempting to train a target population of 100 rural dropouts, ages 17 through 25. Being somewhat isolated and silent and not knowing how or where to make their needs known, such individuals were virtually invisible and, it was felt, most in need of help. While many were proficient on the lakes and in the woods and swamps, they were without salable work skills demanded by an industrial and business community; consequently, they were unprepared for life in an urban environment.

Revision in the proposal reduced the area served to three counties and broadened the scope of the project by increasing community involvement. Negotiations and revisions continued for a period of 12 months and on June 30, 1964, the effort was culminated in the form of a contract with the Department of Labor. On the 15th of August, 1964, the project officially began with the hiring of a project director.

THE AREA BEING SERVED

The three counties selected to be included in the project's operation are a part of Michigan's Upper Peninsula, a sparsely settled region which stretches 300 miles from east to west and 150 miles from north to south at its widest part. This vast geographical area of 16,500 square miles is isolated by water on the north by Lake Superior, on the east and southeast by Lake Huron, and on the south by Lake Michigan. All 15 counties which comprise the Upper Peninsula qualified for area redevelopment assistance. The economic condition of the area stemmed from a reduction of mining of high grade iron ore, a reduction of copper mining because of high operational costs, a decline in the cutting of timber, and a decline in the fishery industry that resulted from a drastic reduction in the once vast fish population in Lake Superior, especially of the prized lake trout. Only the seasonal tourist industry, which is affected by unfavorable weather conditions, remained relatively stable but over the past several years there has been a noticeable change in the economy of the area. Lead by the resurgence in mining and related activities, both iron and copper, there now exists a shortage of skilled workers.

As indicated previously, the project design was modified. It was felt that in view of the vast area and the enormous distance which would have to be traveled, often in severe winter conditions, the university could not spread its resources so broadly and effectively make a demonstration study of what could be done for unskilled young workers living in economically depressed areas. Nor could it get a reliable experience from conducting a program in a single county. For the purpose of project design three counties which (1) were rural, (2) were poor, and (3) had a known pool of unemployed workers under the age of 25 years were selected.

The primary ethnic grouping in Baraga County is Finnish while in Schoolcraft and Mackinac Counties the major ethnic group is Canadian. Fertility rates in all three counties are high as are the number of persons not in the labor force. While the area has shown a trend over the past 20 years for out-migration, the people are not as mobile as are those in most parts of Michigan. A brief resume on each county selected follows.

Baraga County: Located in the western half of the Upper Peninsula and on the east side of the Copper Country, Baraga County has an all rural population of a little over 7,000. In the past its residents have depended upon the lumber industry which in recent years has declined considerably. Unemployment in 1963 ranged from 6.0% to 19.8% of which

26.7% consisted of workers younger than 25. Per capita buying in 1961 was $1,245 while the state average was $1,975. Data available in the 1960 census showed that approximately 1/3 (or twice the state average of 1/6) of the families had incomes below $3,000.

Mackinac County: Located in the southeastern tip of the Upper Peninsula, Mackinac County has a population of nearly 11,000 of which 69.2% is classified as rural. Unemployment rates ranged from 6.6% to 32.8% in 1963 with an annual average of 18.9%. Twenty-four and six-tenths per cent (24.6%) of the unemployed are younger than 25. Per capita income was $1,366 and job opportunities were primarily seasonal occupations in tourist and service industries.

Schoolcraft County: Adjoining Mackinac County on the east, Schoolcraft County has a similar economy and unemployment rate; the range was from 5.6% to 26.9% in 1963. Because of the city of Manistique with a population of 4,000 only 45.45% of the population of approximately 9,000 is classified as rural.

THE PLAN

The project design emphasizing community action was an attempt to utilize the resource of the university to experiment with a number of ways of resolving unemployment among rural school dropouts. The assumptions underlying the plan, each of which was tested over an active training period of 18 months, were designed to focus a variety of community action programs on the search for and subsequent residential education of 100 persons, male and female, aged 17 through 25 who were (a) from rural areas, (b) school dropouts of at least a year's duration, (c) unemployed or only seasonally employed, (d) unqualified for direct referral to jobs, (e) unqualified for regular MDTA training, (f) unlikely to succeed in on-the-job training, (g) not handicapped by physical, mental, or emotional problems requiring long-term treatment by other agencies, (h) apparently capable of being motivated to go to Marquette, remain in residence on campus for training, and seek out jobs either in the Peninsula or by migrating elsewhere. The Experimental and Demonstration features follow.

1. DEMONSTRATE that service can be provided to every person approached for screening as candidates for an on-campus residential training program.

2. DEMONSTRATE that indigenous rural opinion leaders can be recruited to serve with small-community organization representatives as volunteer aids under subprofessional guidance in finding candidates for training, counseling them and their families before, during, and after training, following up on subsequent job histories and also assisting in other related service, including on-the-job placement and supervisory efforts.

3. DEMONSTRATE that a revolving, constant-sized university-based training group of 30 persons is a suitable teaching instrument for the remedial literacy teaching, urban orientation, and job preparation of 100 rural persons not qualified for direct referral to jobs or to regular training.

4. DEMONSTRATE that medical, optical, and dental problems delaying full use of job potential by rural dropouts can be identified and remedied by the resources of currently existing agencies and organizations.

5. DEMONSTRATE that effective on-the-job placement and supervision can be aided in isolated rural areas by a university-paid specialist who is also skilled in techniques of community action.

6. DEMONSTRATE that the resources of a university community, including volunteer help by regular undergraduate students as counselors and tutors, can be mobilized for a special residential-training group of the culturally disadvantaged.

7. DEMONSTRATE that effective preparation for possible personal migration to jobs and life in modern cities can be achieved by members of the residential training program as part of a systematic reorientation from conditions in depressed rural settings to the modern urban world of work.

8. DEMONSTRATE that concerned local citizens and organization leaders can, by involvement in specific action plans to help specific persons, become aware of, and skilled in, use of existing local, state, and federal resources to help solve similar poverty problems.

9. DEMONSTRATE that individually designed remedial and vocational education programs, including exposure to university cultural opportunities, provide an effective and economical tool in solving problems of rural poverty.

At the local level the project plan called for community action directed by university specialists and coordinated in each county by a local resident working with local networks of volunteers. These volunteers who were trained in workshops both on campus and in their home areas formed effective recruitment networks and assisted in family counseling, provided "go-with" help for persons referred to other agencies, attempted follow up action and recruited and participated in tutoring of persons not selected for the university's residential program.

It was first expected that at least 300 additional unemployed eligible rural dropouts would be screened during the selection process but as reported later, original estimates proved to be too large. Those not selected because they did not need the intensive service the project was designed to provide or because they were incapable of assimilating the training offered were assisted in the following ways: (a) direct referral to job opportunities through the Employment Service; (b) direct referral to regular MDTA training through the Employment Service; (c) referral to on-the-job training opportunities developed in the neighborhood, (d) referral to remedial agencies for help with physical, mental, or emotional handicaps.

The entire operation was orientated towards experience rather than success. The purpose was to learn more about an identified social problem and ways in which the university could help communities solve the problem rather than to achieve low dropout and high placement rates such as had been accomplished in conventional programs with well-qualified trainees.

AMENDMENTS TO THE PLAN

Change in Starting Date

While contacts had been made with the project director prior to project approval, no firm commitments could be made until a contract providing funds for hiring of staff was available. As a consequence a delay from the date of execution of the contract to the date of hiring the director resulted. Effective project action was further delayed as university policy at the time prohibited expenditures of funds until monies had been received. A university initiated request for a change in the starting and termination dates of the project was approved and the project's starting date was established as August 15, 1964.

Project Growth

During the summer of 1965, a supplement to the contract in the form of "Project Growth," an agriculture work experience program, was approved. This project for 35 disadvantaged youth aged 16 through 22 provided 4 weeks of preagriculture work experience, counseling and orientation, and a "living in" experience with counselor "role models." Upon completion of the agricultural work experience, enrollees received up to4 weeks of post-counseling experience prior to referral back to school, directly to jobs, or to MDTA training. As a result 18 enrollees were eventually included in the Experimental and Demonstration Project, 5 received MDTA training but not as a part of the Experimental and Demonstration Project, 9 were returned to local schools to continue their educational programs, and 3 were referred directly to jobs.

On-The-Job Training Specialist

Project design called for one staff member to serve as an OJT specialist having responsibility for development and placement of eligible dropouts not selected for other project options in on-the-job training. Included in the description of responsibilities were: arrange liaison with volunteer tutors to help coordinate tutoring of OJT trainees, assist Bureau of Apprenticeship and Training officers in the writing of training plans, follow up and supervise the on-the-job training experience, and assist county coordinators in building a network of community manpower practices that have promise of survival when the project ends.

Because of the distance to be traveled, 250 miles from the population centers of the two most widely separated counties being served, and because of considerable duplication of efforts of the project counselors, it was decided that a generalist rather than a specialist approach to the operation would be adopted. A project staff member was assigned full responsibility for all phases of project's operation in each county. This included responsibility of providing counseling services to residential trainees recruited from his county.

Inclusion Of Communities With A Population Over 2, 500

During the early stages of the project's operation, it became evident that eligible rural dropouts in the numbers stated in the project's proposal were not available. In fact at one point there was concern about the project's ability to find, motivate, and recruit 100 such youth for the university's residential training program, even though all eligible dropouts in the three counties were included. Upon determination that many strictly rural dropouts had migrated to county population centers (over 2, 500 population) and consequently were ineligible, a request was made and approved to include all areas within the three counties.

Extension Of Training Period And Change In Final Reporting Date

Project design called for training 100 eligible dropouts on a revolving basis for an average of 20 weeks over a 15-month training period. Mathematically this was a possibility. However, all MDTA training programs conducted by the university and to which E. & D. trainees would be referred for training were 20 weeks or more in length. Therefore, providing a full training program to 100 became an impossibility. Of more concern to the staff was the possibility of having to drop some trainees without enabling them to complete their training objective.

The nature of the problem was discussed with the Michigan Employment Security Commission officials and with officials of the State Department of Vocational Education and approval was granted to continue training so long as the budget allocations for training and for subsistence and allowances were not exceeded. Having substantiated the need for supportive services throughout the project's operation, it was necessary to seek permission to adjust budget line items to cover salary of the staff for an additional three months. Again approval was granted and adjustments were made in line items in the budget which permitted retaining staff support for an additional two months without increasing the total amount budgeted to the project.

Extension of the training period meant that the final report if submitted on June 30, 1966, would be incomplete. The university was, therefore, granted an extension to August 15, 1966, for submitting the final report.

COMMENTS ON FINAL REPORTING

In a project with as many experimental and demonstration features, each of which had many facets and each of which in the operation of the project had many ramifications, the decision on what should be emphasized was the first but perhaps not the most difficult aspect of writing the final report. When one analyzes the distances to be traveled, the many functions to be performed, and the small project staff, conclusions reached must be viewed in terms of the unanswered questions. Would a more concerted effort in any given area have produced more significant results? Would the use of specialists have changed the end results? Would the strict adherence to a more rigid project design have been more valuable because of the increased validity of the findings?

Again it must be noted that the project was not success orientated and that modification in project operations were continually made in attempts to adjust the program to the needs of the individual rather than to fit the individual to the program. Therefore, it seems that a historical review of each action phase would provide the most meaningful report. To include all details, however, would result in a voluminous document which would, in all probability, lose some of the value of its contents. A compromise whereby the reporter has attempted on a subjective basis to review each of the experimental and demonstration features is being followed. If this policy should lead to questions on the part of the reader, personal inquiry is invited.

CHAPTER II

PROJECT OPERATIONS

COMMUNITY ACTION AND INVOLVEMENT

Formation of community volunteer committees to serve with small community organization representatives as volunteers to find, motivate, and recruit rural dropouts for referral to training; to counsel with dropouts and/or their families before, during, and after training; and to make follow-up studies on trainees upon termination from the project was the first task of the project staff. Although some contacts prior to the execution of the contract had been made with community leaders, the general populous was unprepared and unaware of being included in the university's effort to assist rural dropouts. The staff, somewhat unprepared professionally for the role of community activators, received some in-service training by the university's specialists and began with enthusiasm this particular phase of the program.

The operating design first called for meeting individually with community leaders and lay citizens representing all facets of community life and all geographical population centers. The purpose was to communicate to each person the project plan, the reasons for this special effort, and to try to determine, in the process, those individuals who might be sufficiently interested in the project's objectives to be of service to the project's operations. A list of community leaders supplied by university staff members provided a starting point.

First contacts in the counties revealed concern on the part of several community leaders about the effect the inclusion of their county in the project entitled, "A New Attack Upon Rural Poverty," might have on the county's image. Specifically they objected to being selected on the basis of one of the criteria stated in the proposal which indicated weakness in community organizations. In other instances, rejection of the project's goals were evidenced; but an overriding concern and the desire to help youth in need prevailed; the feeling of insult and concern diminished, and a spirit of general enthusiasm for the effort grew.

Considerable time and effort was involved in surveying and recruiting community volunteers but perhaps more time should have been spent in the screening of candidates. In spite of the advice and recommendations received from consultants to the project and from university staff members, the urgency of the project's calendar made action a necessity.

The recommendations made questioned the advisability of picking a committee to be the action group in the county without first giving serious thought to the following factors:

1. Experience in similar situations has shown that in many instances the first to volunteer for service will include individuals who, for one reason or another, have a form of personal gain rather than service as their motive for volunteering.

2. There will be those who seemingly have all the desirable characteristics and qualifications necessary for a cooperative endeavor but who lose enthusiasm within a short period of time.

3. There will be those who, while capable of operating successfully on their own, have difficulty functioning within the confines of committee structure.

4. In any community there are individuals who have aroused the animosity of others; consequently, if they were appointed to a committee would detract from effective committee action.

5. The power structure operating in the community must be understood and be given careful consideration prior to eventual formation of the volunteer committee.

6. There may be operating within the community a functional committee which logically should assume the role ascribed to the community volunteer committee.

7. Generally the formation of a community group grows out of a recognized need to resolve a particular problem or issue. In this instance the problem was recognized by some, denied by a few, but generally ignored by all.

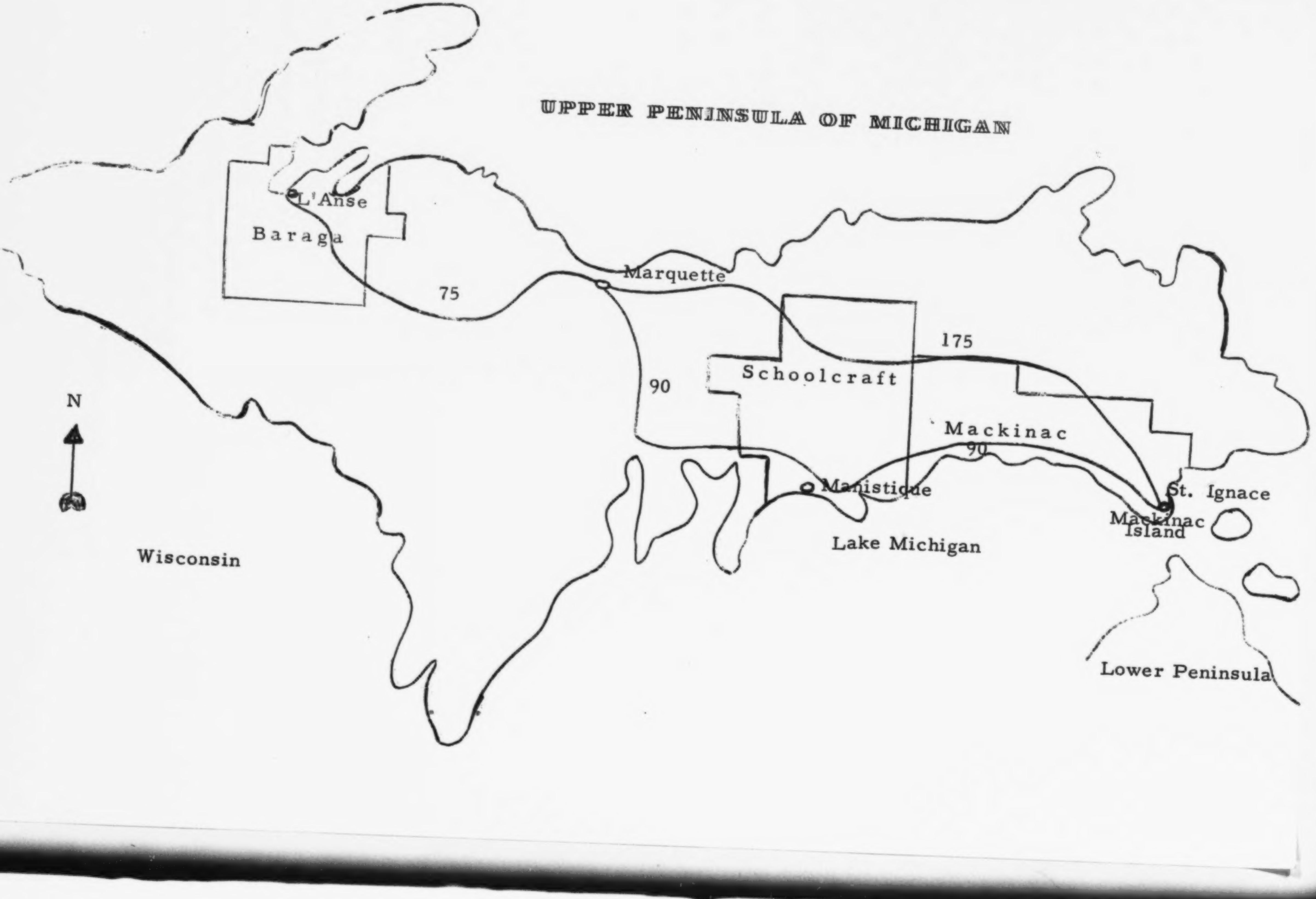
8. Small communities have close community ties and close internal relationships that may result in strong feelings for or against neighboring communities, for or against certain individuals, and for or against outsiders, especially those who are finding fault with the status quo and are recommending change.

As a partial solution the project staff determined to first recruit individuals who best met the qualifications for committee membership to serve as a temporary recruiter network. From their activities as recruiters, it was anticipated there would remain a sincere core of effective leaders for continued involvement in the community volunteer committee. In the process the project staff was provided with additional time to determine others who might serve effectively in this role. It was the core of interested recruiters who eventually supplied the project with its key workers.

Each committee was provided with a coordinator who was reimbursed $100 a month for expenses incurred while carrying out the responsibilities of the position. Selection of volunteer coordinators was a difficult task but the choice made proved to be most satisfactory. Selected were: a school board member; a 4-H leader and wife of a seasonally employed dropout; a wife of a county extension director active in community affairs; and a former superintendent of schools respected by all segments of the county's population. These people assisted the project staff in coordinating its many activities and became the contact in the counties, thus providing liaison with the project office in Marquette.

The following maps with the geographical population centers represented on recruiting and community volunteer committees indicate the distribution of the populace and suggest some of the problems of communication and distances which affected community action and recruitment efforts.

UPPER PENINSULA OF MICHIGAN


L'Anse
Baraga
75
Marquette
175
90
Schoolcraft
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Mackinac
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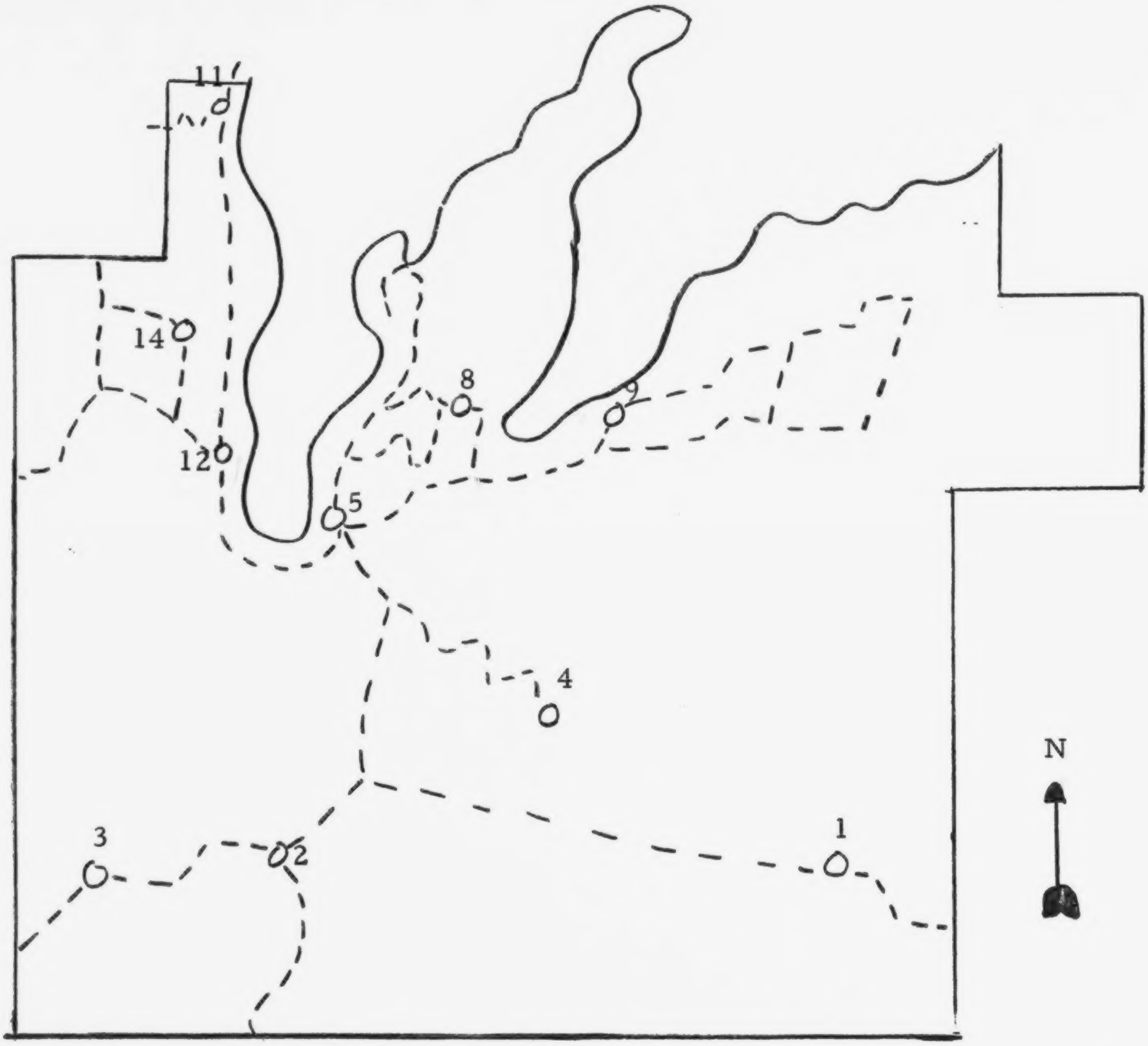
Manistique
St. Ignace
Mackinac Island
Wisconsin
Lake Michigan
Lower Peninsula

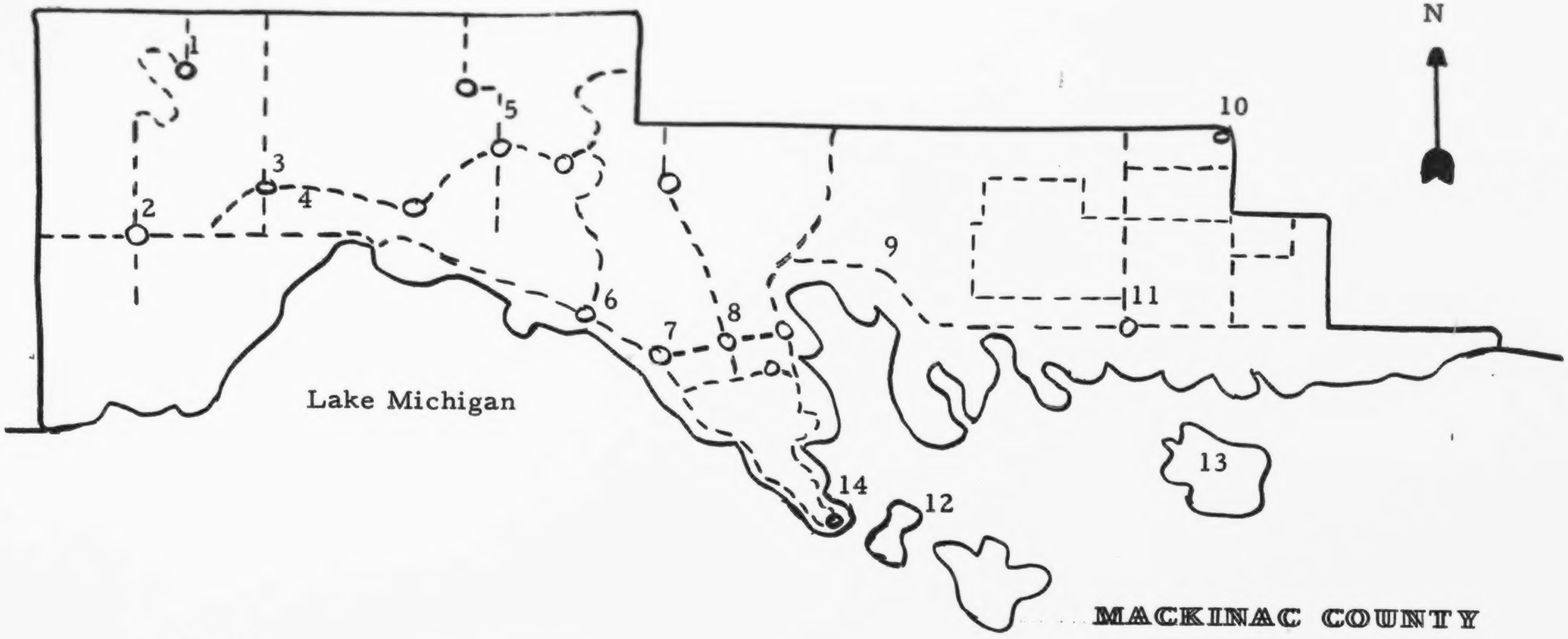


BARAGA COUNTY

- - - - - - -
State Trunkline
and
County Primary Roads

1. Three Lakes
2. Covington
3. Watton
4. Herman
5. L'Anse

8. Aura
9. Skanee
11. Arnheim (Keweenaw Bay)
12. Baraga
13. Pelkie


N
Lake Michigan
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13
14

MACKINAC COUNTY

1. Curtis
2. Gould City
3. Engadine
4. Naubinway
5. Rexton
6. Epoufette
7. Brevort
8. Moran
9. St. Route II
10. Pickford
11. Cedarville
12. Mackinac Island
13. Evergreen Shores
14. St. Ignace

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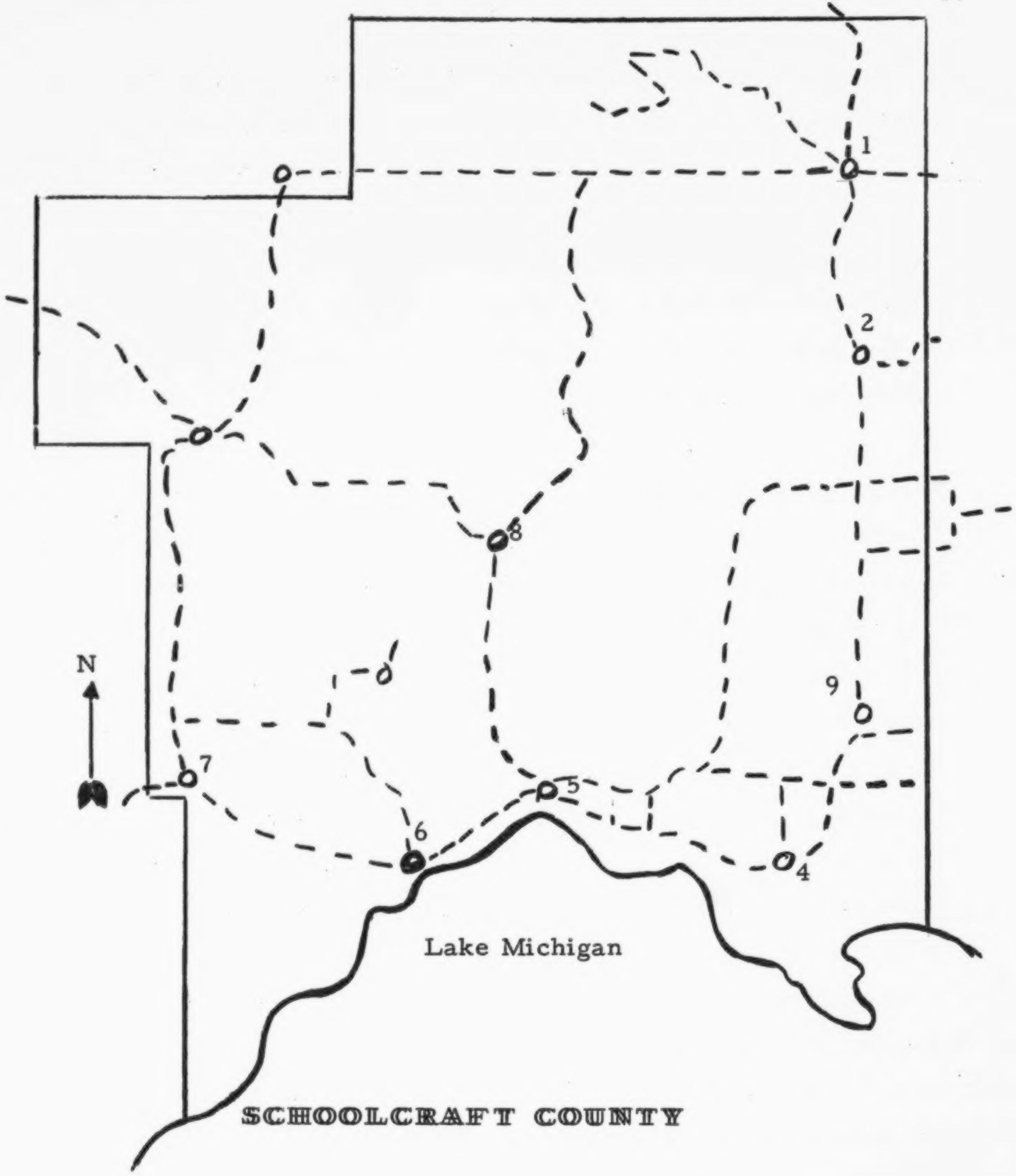
State Trunkline
and
County Primary Roads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4
Lake Michigan
SCHOOLCRAFT COUNTY

---O---
State Trunkline
and
County Primary Roads

1. Seney
2. Germfask
3. Mueller
4. Gulliver
5. Manistique
6. Thompson
7. Cooks
8. Hiawatha
9. Doyle

As might be expected, the development of the community volunteer committees, while proceeding generally along similar lines, did develop somewhat uniquely. In each case formation began with the selection of volunteers for recruiting. From this group the key members of the committee were obtained. In Baraga County the committee was joined with but operated separately from the Economic Opportunity Act Community Action Committee with several members being represented on both committees.

Because of the involvement of the County Committee on Area Progress in Mackinac County activities, the project committee became a subcommittee of this action group. This gave the operation some local prestige but a close coordinated pattern of involvement between the two groups failed to materialize.

Prior to the first contact in Schoolcraft County, a committee was formed to discuss possible action under the Economic Opportunity Act, and the project director was invited to meet with the group and to explain the service the project would make available to residents of the county. Within this mixed group that represented persons interested in assisting rural dropouts, persons with strictly political concerns from both parties, and persons representing agencies and organizations were many of the people who ultimately became recuiters and committee members.

The project plan called for a workshop of the county volunteer committee to be held on the university's compus. Anticipated difficulties involving unfamiliarity with project goals and the role to be played, the long distances to and from the university's campus, and the busy schedules of many committee members resulted in scheduling the first meeting in each of the counties. At these workshops the project was reviewed and the role of the recruiter was discussed. Recruiters were given a recruiter's descriptive handbook to assist them.

Later in the year a workshop was held on the campus and committee members had a chance to visit the training facilities, to have lunch and visit with trainees, to recommend changes and, in general, to react to the effort being made. Seeing is believing, and for committee members to see the residential training program in operation, to see, to talk with, and to note the change in many trainees and their enthusiasm for training provided each person in attendance with increased vigor and enthusiasm. In the course of the project's operation several other workshops and meetings were held in the counties and on the university's campus, but none were as successful in accomplishing their objective as was this first on-campus workshop.

What purpose did the committee serve and what did they accomplish? If, as suggested, they were to survive as a nucleus for manpower program development, then this feature has failed. Carry-over of committee action, however, under present circumstances would result in a duplication of efforts being made by other action groups. Community action committees are now located and serving throughout the peninsula. Therefore, assessment of each feature of the project's operation must be made in terms of present conditions and circumstances. To describe the role played, the action taken, and the results, a short discussion of each action phase follows:

Recruitment

In the early stages of the operation recruiter networks were an absolute necessity. Without such assistance it is doubtful if the first 32 enrollees would have arrived on campus on the scheduled date. Later in the operation trainees in the project became the best recruiters, but throughout the operation and after additional enrollment was an impossibility, committee members continued to contact the project office in an attempt to be of service to individuals who had failed to qualify for assistance from established programs or agencies. More on recruitment is presented in the section on Recruiting.

Support of Trainees and Their Families

While the efforts of some committee members and the county volunteer coordinators to personally assist trainees and their families through counseling was substantial and valuable, the direct involvement of the majority of the members was missing. To the degree that personal involvement was missing, the project staff feels there was a loss in the long-run effects of the program as well as a loss in the short-range effects.

Throughout the operation there was substantial evidence to indicate that involvement leads to understanding, empathy, and the realization that, while disadvantaged, poverty stricken, and fugitives from conventional education programs, dropouts are not the lazy, do-nothing, no-gooders as commonly characterized; but are indeed warm human beings having the same basic physical and psychological needs and possessing the same emotions as any other individual and who, if treated with respect, sincerity, and friendliness, may function as useful members of society. This generalization is the result of comments from and changes in university students living in close association with trainees, changes in and comments from university faculty and staff, changes in and comments from vocational instructors and from others--more of the relationship established is reported in the section on residential living.

The short-range effects of the lack of personal involvement by committee members was indicated in a subjective evaluation of community involvement and dropouts from the Experimental and Demonstration Project included in the October - November, 1965, Bi-Monthly Report. Inasmuch as controls were lacking and the number of possible variables was high, no correlations were attempted. It does appear, however, that limited community support and, in particular, personal committee members' involvement resulted in a higher rate of dropouts than was the case where community support and committee involvement were present.

Each committee did, however, provide considerable financial support by obtaining suitable clothing for new trainees and in other specific ways when assistance was not available from existing agencies or organizations. The committee, through its members, also arranged for assistance in many instances where the individual needed support in alleviating an immediate problem.

On-The-Job Training Development and Survey

A part of community action involved attempts to develop OJT training stations and to assist in the referral to and follow up of OJT placements. Early in the operation problems relating to OJT training, which are reported in the section "Training Programs" On-The-Job Training, were encountered. On the basis of recommendations received from consultants to the project, a survey was conducted by Community Volunteer Committees to determine from business, industry, and governmental establishments in each of the counties the interest in providing OJT to disadvantaged rural dropouts.

Direct Job Placement

Through the efforts of community members and project staff members, rural dropouts not desirous of training were placed directly in jobs. Additional dropouts not referred to training were hired or found new jobs during the project's operation, but since the project was not directly involved in the process, they were not accounted for in the project's statistical reports. It can be reasonably concluded, however, that through the OJT survey and by means of other committee activities, employers were made more aware of the needs of dropouts and as a consequence became more receptive to hiring them. If these so-called untouchables and untameables could live on a university's campus and be trained, then they might also be employable.

Referral to MDTA Training or to Other Agencies of Services

During the course of the project's operation and, in many instances, in cooperation with the project staff, 14 individuals were referred to MDTA training through local employment service branch offices and another 25 dropouts were referred to existing agencies for assistance. In this instance referral means effective action followed referral and does not mean the mechanical process of referral without follow-up.

As an instrument to provide information on manpower programs and to assist in the referral process, the committee members and especially the volunteer coordinators became an effective link between those desirous of training and the employment service. This is not to imply that each committee member was knowledgeable of programs and procedures, but having a generalized concept of training possibilities and of other forms of assistance available in the community, they were sufficiently informed to provide an overview and, if necessary, could contact the volunteer coordinator. If the answers from this source were not on hand, efforts to assist the individual ultimately reached the project office. In the process no stone was left unturned. It should also be noted that while project design provided service to rural dropouts, the committee attempted to meet the needs of all persons in need of or requesting assistance and many disadvantaged persons other than dropouts were helped.

Tutoring

The limited number of dropouts who ultimately would not be included in the residential training program and who could be motivated to take advantage of remedial tutoring assistance was small; consequently, each of the committees decided to provide remedial tutorial service to any individual who could be motivated to take advantage of it.

In each of the counties a survey was conducted to determine the number of persons who would enroll in the program. While the survey was an informal one in two of the counties, the survey in Mackinac County was made in conjunction with the annual school census. Perhaps as a result of a more organized effort, a tutorial program eventually involving 15 individuals was inaugurated in Mackinac County while efforts in the other two counties failed to initiate any activity.

Recruitment of volunteers to serve as tutors proved to be an easier task and training workshops for volunteer tutors were conducted in each of the counties. The workshops were conducted at the same time surveys were being made in an effort to reduce the time lapse between the indication of interest and the time tutorial service could be provided.

Later in the program the committees and project staff cooperated in the development of remedial programs under Title II B of the Economic Opportunity Act. In addition each committee volunteered to assist in recruitment efforts. A program was initiated in Schoolcraft County and in Mackinac County and three remedial programs covering three geographical areas were successfully conducted.

Community Involvement

To say that the project activities and the efforts of the community volunteer committee resulted in an overall concern on the part of the general populous would indeed be an overstatement. The project staff did, however, upon request, speak to many civic organizations about the project and the problem. Coverage in local weekly papers and in area dailies provided continual information on the project's operation, and occasional area radio reports were made. Criticism of the efforts from some sources also indicated an awareness of the effort, but in general one would have to conclude that, as in most areas of public concern, there were more "hearers" than "doers."

In Schoolcraft County the project staff counselor and volunteer coordinator visited all junior high schools and spoke to the students relative to the value of staying in school. On several occasions such meetings were attended by one of the more successful project trainees from that county. While well received, it is impossible to evaluate the effectiveness of the effort.

School officials and staff members in each of the counties were involved in some manner and all committees were represented by educational institutions. Their reaction to the program reflected both a defensive pattern and a reaction against the project's efforts for wholehearted support. Change in our society is a slow process and in no instance was there an indication of curriculum revision designed to meet the needs of the non-college bound person. In defense of the position of the local school districts, it must be pointed out that the small number being served, limited tax bases, and the large geographical areas to be served make meaningful curriculum revision, especially in the form of vocational educational programs, most difficult. A change in attitude on the part of many educators concerning the disadvantaged, however, would result in a better climate for learning and in increased holding power.

Reaction from the requests for information on project activities from communities outside the immediate area being served would suggest that a favorable and receptive atmosphere for conducting a similar project throughout the Upper Peninsula existed. An indication of this interest was evidenced by the number of requests for information as to why a given county was not included in the project's service area or how a county might be included in this or a similar program. The probability that such requests reflected concern on the part of specific individuals and not that of the general public is high; yet there must exist a point of beginning.

As the project neared completion, the number of inquiries about the possibility of continuing the program and the number of supportive letters for a continuation gave some indication that leaders in each of the counties accepted the program, felt it served a need, and desired its continuation. Some unfavorable reaction to the finality of the Experimental and Demonstration Project was received.

To effectively deal with the problem of inadequate vocational training, a regional effort with an increased population and tax base is necessary. Inherent in such a program are many problems and until resolved, help must come from the outside. The leadership in the community recognizes this predicament and saw in the project a solution to one of their problems.

Conclusions and Recommendations

Community action, which by design was an integral part of the project's operation, did demonstrate that rural volunteers could be recruited to serve in several capacities in support of an effort to assist a segment of the disadvantaged within their county. Members of the county committee did provide much valuable assistance in recruiting rural dropouts and did, in addition, provide financial and personal services to many of the dropouts enrolled in the project. But, as already indicated, there does not appear to be an enthusiastic esprit de corps capable of giving permanency to the committees to cause them to act independently at the conclusion of the demonstration project.

Not being sophisticated in the art of community organization or in evaluating the results of attempts to organize and mobilize a community, this report reflects the judgments of a nonprofessional who is influenced by the need and whose expectations probably are too great. As a means of assessing community organization and action, the following question is used as a guideline: How effective would the project have been without community volunteer committees?

Without the assistance of the recruiter network, it is highly probable that without devoting considerably more staff time to this effort the 32 original trainees would not have arrived on campus on the date scheduled for the beginning of training. Later in the operation many referrals were trainee initiated, but the recruiting network continued to be a part of a smooth-working communications network providing the project with a constant source of information on the status of dropouts from each county.

Efforts to interest persons in need of tutoring to enroll in tutoring programs were not as effective as was hoped. Yet attempts were made and programs were started. It is unlikely that the project staff, even if provided time for this effort, could have been as effective.

Financial and personal support of trainees and their families was not as enthusiastically given nor did as many committee members become involved in personal counseling as was desired. Yet without the support that was given many trainees, in all probability, it would have failed.

Community efforts as indicated by the OJT survey, tutoring services, follow up on trainees, and assistance provided persons other than dropouts aged 17 to 25 cannot be overlooked. Without volunteer assistance such services would have indeed been limited or beyond the staff's ability to perform without hampering other action phases of the project operation.

In conclusion, the county community committees did provide the project with an effective communication network and did perform many valuable services. Without this assistance and involvement the project would have operated in a vacuum. More action and involvement was desirable, but several extenuating circumstances probably were instrumental, to a degree, in preventing such action from occurring.

Shortly after the project began operation, initial efforts to effectively utilize the possibilities that existed through the Economic Opportunity Act were initiated by various community groups. Some conflict of purpose with that of the E. & D. community volunteer committee resulted. To a degree similarity of purpose existed but each community volunteer committee functioned as a separate entity.

To effectively maintain community action, there must be involvement, and results must be visible and immediate. With eligible candidates scattered throughout the counties, committee members were not in a position to offer service except on a limited basis and then to only a few individuals. Thus, involvement by the nature of the project was limited. Working with the disadvantaged is not apt to result in dramatic or sudden improvements. Consequently, committee members were not in a position to receive rewards by seeing results and some enthusiasm was undoubtedly lost.

Staff commitments to a variety of activities, only one of which was community organization, prevented the project from devoting more effort to the committee. Lack of staff members and sophistication in community organization, in all probability, was instrumental in effecting less action.

In December of 1964 the project's community action phase was evaluated by a community development specialist who, at the time, was assistant vice-chairman of the community development division of the National University Extension Association. Because of a snow storm he was unable to visit first hand either the community or committee members. Therefore, his report reflected discussions with project staff members and information available in the project files.

Several techniques of operation were recommended, but to effectively organize the community, the evaluator felt that the project must either devote more time to the community organization and development phase or as an alternative, consider the possibility of requesting additional funds for the purpose of hiring a professional competent community development specialist who could devote his full efforts to such endeavors. In view of the many responsibilities of each staff member, the evaluator felt that the latter course of action was to be preferable. Realizing the amount of time which would be consumed in having such a request approved and the many difficulties which would be incurred in hiring a person because of the short period of time remaining in the project no attempt was made to secure additional funds.

TRAINING PROGRAMS

As explained in the project plan, each eligible youth contacted was to receive assistance from the project. Occupational training with supportive assistance from the project staff and from community volunteers was the main form of assistance to be provided.

With several training options available the following became the key to the option followed: If the candidate, after screening by the project staff and Michigan Employment Security Commission, was eligible for regular MDTA training and he was eligible for training in the occupation of his choice, he was referred to regular MDTA training. For those individuals not interested in attending the residential training program and for whom OJT placement seemed reasonable, an OJT placement would be attempted. Those not eligible for regular MDTA programs and not having necessary academic skills or possessing social characteristics unacceptable to an OJT employer would be enrolled in the Experimental and Demonstration phase of training. For individuals with sufficient salable skill and for whom additional training was determined to be unnecessary, direct job placement would be attempted. For a very few, referral to other agencies would be necessary and/or desirable. While these were the guidelines, much flexibility in use of the training option was necessary in order to meet the needs of the individual or because of the project's inability to provide the type of training desired.

Direct Job Placement

During the 18-month period of project operation, nine dropouts were referred directly to jobs and did not receive any training prior to placement. In two instances placement was in a skilled occupation (building trades) where OJT training was not acceptable to the union and in one case an apprenticeship program was developed.

In the other instances placement was in semi-skilled occupations where the individual was able to make sufficiently high wages to support his family if only in a very meager fashion. In most instances additional training or training for new job skills would have been desirable, but family ties and a reluctance to leave the home community prevented such action.

Most of the placements made early in the project's operation when employment rates ranged from 10 to 20 per cent indicated that placement of the disadvantaged can be accomplished in rural areas even during periods of high unemployment if there is someone to assist him in the effort. One of the most difficult tasks in job placement of our eligible youth was overcoming the previous social history of the individual and/or his family. In some instances family names resulted in absolute rejection with no chance for consideration, even though the individual himself was a victim of circumstances and had some very creditable virtues. In other instances employers were receptive, after becoming knowledgeable of some of the circumstances, to giving a person a chance.

Referral to Other Agencies

In this project referral meant acceptance of the case by another agency and an actual attempt on their part to provide assistance to the individual. Included were referrals to the Department of Social Services, the Office of Vocational Rehabilitation, the local health department, the Neighborhood Youth Corps, and Job Corps. In several instances referral was only a partial solution and it was both necessary and advisable for the project to later enroll the individual in one of its training programs.

The Department of Vocational Rehabilitation, which cooperated and assisted the project throughout, would have placed in training several or our referrals except that such placement was impossible or inadvisable. For functional illiterates, placement in private schools was impossible. Most vocational schools use tests to screen out what might be called the incompetent. Inasmuch as very few of these schools are prepared to instruct the functional illiterate, one cannot be critical of their procedures. If training placement was possible, it meant sending the individual to the urban southern part of lower Michigan. Inasmuch as this meant traveling a minimum of 250 miles up to a maximum 600 miles in order to be trained, enrolling these individuals in the residential training programs was deemed more advisable.

Cooperation and a willingness to help would characterize the project's relationship with these ancillary agencies. This is not to imply that referral was an easy process. Arranging for an interview with those agencies who serve the area on an itinerant basis required in some cases repeated appointments. Nor is it to suggest that all services were available. Limitations in staff numbers and professional competency and budget restrictions, in many instances, were such that total service was an impossibility. But an effective relationship built around a desire to help was established and existed throughout the project's operation.

Referrals to Regular MDTA Training

Fourteen dropouts who qualified for MDTA training were referred to, and subsequently enrolled in regular MDTA programs. These individuals were the most qualified as indicated by regular screening procedures which, of course, included test results; yet successful completion of the program was so low one might conclude that (1) all disadvantaged youth are in need of supportive services or, (2) that a social history must be added to the screening criteria for regular MDTA programs.

From the limited experience of the project and from considerable evidence coming out of the regular MDTA programs, it would appear that there is some validity in both statements. If MDTA programs are to effectively train the hard core unemployed, supportive services are a necessity for the majority. Their present circumstances reflect a need for help beyond obtaining a salable skill; although without the latter there is no chance for a realistic escape from a life of mere subsistence. If MDTA programs are not going to provide supportive assistance, then to enroll in training individuals in need of help is an injustice. Such individuals are not in need of an additional failure; therefore, without support they should be screened from the program. While this is not in keeping with the intent of the law, prime consideration must be given to the individual.

Several of the referrals to MDTA were questionable, but they were made because of circumstances. Again these referrals were made early in the project's operation when it appeared as though every avenue or training should be utilized in order to enroll in training as many persons as possible. As indicated previously, eligible candidates were not available in the numbers anticipated; consequently, more care could have been exercised. It should be noted that except for residence hall living and associated activities; these trainees received considerable support from the project staff.

On-The-Job Training

By design selections of eligible dropouts for OJT was to be made on the basis of: (1) Applicant's ability to benefit from OJT in his selected occupational area, (2) Availability of a suitable OJT station and the candidate's acceptability to the employer, (3) The candidate's desire to remain in his local area rather than receiving training as a part of the university's residential training program, (4) Acceptability of the OJT program to the Bureau of Apprenticeship and Training and to the union if one were involved. Using this criteria the more capable and socially acceptable dropouts were to be placed in OJT.

The design appeared to be workable and during the early stages of screening many dropouts selected OJT as the means by which they preferred to be trained. Most, however, ultimately received residential training because of the project's inability to provide suitable OJT stations.

Several factors affected OJT operations in a negative fashion. In the first place, the number of dropouts eligible for all training options was only half of the total anticipated in the proposal. Of the approximate 1,000 dropouts aged 17 to 25 identified in the three counties, 135 had relocated and were employed; 184 were married females having young families and therefore not in a position to participate in training programs; and 92 were employed full-time in their home communities and, consequently, were not eligible. In effect the most motivated and capable were either employed or had relocated in other communities leaving behind those individuals with a lower probability of success. Placement in OJT for many of these youth was undesirable in view of their many social problems and the project's inability to provide consistent supportive services.

Not only were eligible applicants in short supply but the types of OJT possibilities were also limited or were restricted in some other manner. An OJT survey of 161 potential OJT sites by the community volunteer committees in each of the counties revealed 61 interested employers having 87 possible OJT training stations. Few of these potential training stations, however, offered full-time job opportunities of the type desired by the candidates. Many of the employers who expressed an interest in OJT were in the tourist or tourist related fields which are seasonal in nature and the jobs require few skills and generally pay low wages. Training in these occupations, except for certain individuals, was undesirable and the Bureau of Apprenticeship and Training understandably looked with disfavor on such contracts. The three counties included in the study have limited industrial development; consequently, failure to develop skill type OJT reflected this factor more than the lack of interest on the part of employers.

If a suitable on-the-job training situation and a candidate were matched, the location of the home of the potential OJT trainees to the training site presented a problem that was difficult to resolve. In one instance an OJT trainee would have had to travel over 50 miles to the training site or he would have had to relocate himself and his family in the vicinity of training. The distance and the lack of adequate transportation in most instances made it impossible for an OJT candidate to do other than attempt to relocate,but relatively low beginning wages and the higher cost of living in the more urban area of the OJT site reduced to a minimum the candidate's desire to obtain training by this means. As a result most OJT candidates received training through the residential training program.

In a few instances qualified applicants desired training in the building trades industry where apprenticeable training was available; consequently, development of OJT programs met an overall reaction of "do not touch." The project staff felt that several candidates could have succeeded in an apprenticeable program in the building trades, but only one was accepted and no OJT programs were initiated. In other areas where apprenticeship programs were possible, the project in cooperation with the area representative of the Bureau of Apprenticeship and Training developed combined OJT and apprenticeship programs.

From the experience gained while in the project, a former staff member was instrumental in his new employer's becoming a part of a recently approved OJT contract for 300 unemployed or underemployed workers located in the Michigan's Upper Peninsula. Being able to place on OJT underemployed workers is an especially desirable feature of this contract. In conducting OJT the project was able to provide OJT training to underemployed workers only if the employer would hire a replacement for him. As a result a few underemployed dropouts were excluded from help because they were sufficiently motivated to attempt to earn their own livelihood.

During the project's operation nine OJT subcontracts were initiated for nine dropouts in nine different occupational areas: sales clerk, meat cutter, mill sawyer, carry lift operator, sawmill edger, auto body repairman, garage porter, automotive specialist, and motor boat mechanic. The six OJT trainees who completed training are presently employed by the organization that provided the training. The three dropouts from OJT training all involved circumstances which would have classified the termination as being for good cause.

On-the-job training subcontracts ranged in length from 14 to 30 weeks with the average contract being 21 weeks in length. Beginning wages paid to OJT trainees ranged from $1.00 to $1.60 with the average hourly being $1.22; hourly rate upon completion of the OJT averaged $1.43. These wages were consistent with wages being paid in the local area for the occupation in which the individual received training. For their part in providing training, OJT subcontractors received an average of $536 per subcontract. The smallest amount reimbursed to a subcontractor was $240 and the largest $900.

In general, subcontractors were reimbursed an equal amount over the life of the contract, but in two instances the subcontractor was reimbursed a greater amount in the beginning stages of the training program and a lesser amount as the trainee progressed in training and was a more productive employee.

As a part of Modification No. 5 the project was authorized to develop OJT in Marquette County for eligible rural dropouts in the three counties being served. The modification, however, arrived too late in the project's schedule to permit completion of any OJT programs; consequently, no attempt was made. The project, however, decided that a limited screening of on-the-job training opportunities in the city of Marquette would have some merit. The purpose was to determine the interest of employers in on-the-job trainees and to determine what types of OJT might be available.

A limited survey revealed that fifty per cent of the concerns contacted were interested in on-the-job training regardless of the educational status of the applicant so long as he had sufficient aptitude to enter training, 28 per cent were undecided or desired more information and only 22 per cent were negative. It should be noted that negative responses did not necessarily reflect a desire to avoid the training of dropouts but rather reflected other circumstances which made OJT undesirable.

While most employers were interested in fewer than three OJT trainees, the variety of training opportunities in all probability would have increased the effectiveness of the E. & D. Project had it been a part of the design from the project's inception.

Residential Training Program

The training program design called for training 100 rural dropouts in one of 15 possible occupational areas over a 15-month training period. To accomplish the objective, trainees would be enrolled in individual training programs for a period of 8 to 36 weeks with an estimated norm of 30 weeks. Programs were to be lengthened or shortened according to the progress of each trainee. In the beginning 30 trainees would be enrolled, and this figure was to be maintained by adding new trainees as others graduated or dropped from the program.

A major purpose in the creation of the revolving group of 30 trainees was to discover if this kind of structure is better or cheaper than the usual start-together end-together program. In addition, having small groups to work with would provide the project with an opportunity to saturate the group and the individual within it with special services not as possible if large numbers were enrolled. The small numbers would also provide an opportunity to test the possibility of creating strong"in-group" feelings, and to test the possibility of structuring each individual's training program in time as well as in content.

While in the residential training program trainees were to receive eight hours of instruction, much of it individualized. The training day would include two hours a day for remedial instruction and orientation to the world of work, two hours of vocational related instruction, and four hours of vocational training.

In conducting the residential training program, it was immediately evident that some operational changes and several adjustments in staff responsibilities would be necessary. The 32 trainees presented a wide variety of vaguely conceived training objectives. Limited knowledge of the world of work and, in general, an almost complete lack of information on occupational requirements and necessary aptitudes were prevalent.

One of the objectives set by the staff was to enable each individual to select and to be enrolled in the training program of his choice. To accomplish this objective meant enrolling functional illiterates in programs where reading and mathematic skills were normal prerequisites and where the probability of success was very poor.

While some effort to provide occupational counseling was made prior to the trainees' arrival on campus, this was, at best, superficial. After arrival on campus each trainee participated in a week of orientation, and during this time he selected a training objective. For the person with limited knowledge of self and of occupations, one week was not long enough.

First choices, for the most part, reflected the limited experiences of the trainee, and auto mechanics, a field most had some knowledge of, was selected by many. Counseling efforts attempted to help the individual determine the reasonableness of his choice by examining his reason and by exploring related and other job opportunities. Some changes did follow and other changes were made after training began.

Selection of training objectives created other administrative problems. Nine occupational areas, two of which the project could not provide, were represented in the first choices made by trainees. In addition the number of trainees selecting two training programs was too large to be added to the load of instructors already teaching full classes. This was resolved by providing the instructor with instructor aids and by changes in training objectives by trainees after a short experience in the training programs.

As individuals dropped or terminated and new trainees were enrolled, selection of occupational training did not always coincide with availability of training, but except in a few instances trainees received training in their primary or secondary choices.

To understand the difficulties encountered in placing experimental and demonstration trainees in training programs and to understand some of the problems encountered throughout the operation, some explanation is necessary. During the operation of the Experimental and Demonstration Project, 26 MDTA training programs were conducted by the Area Training Center in 13 different occupational areas. By design the intent was to place the majority of the 100 residential trainees in these on-going programs while providing special instruction in basic education and orientation to the world of work. Inasmuch as E. & D. trainees' enrollment would not necessarily coincide with the beginning of an MDTA training program, E. & D. trainees were enrolled at any time in the training schedule. This meant that all instructors had to individualize programs while handling an overload. When one considers that several E. & D. trainees were enrolled in training programs at different times in the training schedule, the challenge to the instructor is most evident. Added to his task was providing a meaningful educational experience to individuals who have limited reading and math skills and whose behavior patterns, under similar circumstances, was not conducive to learning.

To illustrate what this meant for an instructor, the following representative case is presented: With the beginning of a new vocational training program, 22 regular MDTA trainees are enrolled in a

27-week vocational program designed for 20. Circumstances being favorable, a new E. & D. trainee also desiring training in this area is enrolled making the class load 23. But in this case the trainee has very limited reading and mathematic skills and in addition has a history of behavioral problems and resentment of authority. Thus his enrollment is more than a matter of one additional trainee. Not only does the E. & D. trainee present the instructor with a personality problem but his training schedule calls for six hours of vocational training and two hours of basic education and orientation to the world of work while the regular MDTA trainees are scheduled for eight hours of vocational training and related instruction.

Six weeks after the vocational training program has been under way, another E. & D. trainee is enrolled in the same vocational training program, only in this case the marked reading difficulty is not present and the trainee seems to need only a sympathetic instructor and a reasonable chance to achieve. The class load, due to attrition, is now 20, but the instructor has in his class trainees who have begun training at three different times in the training schedule. Seventeen weeks after training has begun and 11 weeks since the last enrollment another trainee is enrolled. In this instance the trainee is hostile, has few basic reading skills, has no work experience, and the probability of success is nil, but because the instructor is sincere, interested, understanding, fair, and because the trainee has indicated a desire for such training, an attempt is made.

The instructor now has trainees at four points of beginning and a class load of 22 trainees whose aptitudes seem to vary from none to the very highest. Three are E. & D. trainees who attend class only six hours per day and who, on specific occasions, are absent because of project sponsored activities. Out of this heterogeneous group the instructor is charged with the responsibility of developing skilled entry-level workers.

Upon completion of the regular training schedule E. & D. trainees are in need of additional training. For the E. & D. trainee who was enrolled at the beginning of training and for the second E. & D. trainee enrolled, the probability is good that they will reach their training objective, but for the third E. & D. trainee there is considerable doubt. In the two-week period between the termination and beginning of the next MDTA training program, the project has worked out a special tutorial program. With the beginning of the next program, all the E. & D. trainees are enrolled and carried as overloads making total enrollment in the class 26 in a program designed for 20. Fortunately the first E. & D. trainee has progressed to the point where he can assist the instructor with new trainees and attempts are made to include the other two E. & D. trainees in similar experiences. Responsibility and leadership now become more familiar roles and a unique opportunity is presented.

In the coming weeks several E. & D. trainees will graduate or terminate, but the probability is good that new E. & D. trainees will be added. The demand for instructional skill is obvious. New techniques and much explanation is needed in order to communicate effectively with the poor reader and the unmotivated, but the challenge of the task, in spite of the lack of enthusiasm and motivation on the part of most E. & D. trainees and a few regular MDTA trainees, is such that instructors increase their efforts proportionately. New techniques are attempted, understanding of the nature of the human being becomes a part of the instructional program, the hours of preparation increase, and the successes and failures of trainees becomes a personal concern. As a result all trainees benefit from the increased effort and renewed enthusiasm.

There is also some contagion in the effort that affects others not directly involved and all of the training programs benefit from even limited involvement.

The demands on the instructor have indeed been increased but what kinds of fears and challenges has the program presented for the E. & D. trainee? In the first place, it was necessary for him to leave the relative security of home and friends to establish a new home in a university residence hall where he would eat, live, and be in daily contact with individuals from whom he had been alienated most of his life. His dress, his habits, and his experiences of life are not similar and the whole idea creates many fears, but because of a desire for training or because of a friend in the project or for a lark, he wants to give it a try.

Prior to his arrival on campus, his concept of the world of work was most limited but he had an idea he would like machine tool training. During his first week in the program he has been informed by the veteran trainee on what he can get away with, on what programs are "good", on who the "best" instructors are, and he has discussed vocational training programs with his counselor. A decision based upon limited knowledge of job expectation and self is made, and he is enrolled in a program that has been operating for 17 weeks.

In the short span of a few days he has met 25 new persons in the form of E. & D. trainees. He has met the residence hall staff, and he has entered a training experience with 23 other individuals all of whom are now somewhat skilled. In order to receive help in basic education, he must travel to another building and under these conditions he is asked to learn. He is supported by a counseling staff and by concerned instructors who are both prepared and desirous of meeting his needs, but the threat is none the less real.

In spite of a most threatening environment he has made many adjustments and the overall probability of his completing training is 64 per cent. Depending on his choice of vocational training, his chances improved or lessened but if he completes the program, job placement will be 100 per cent. In many cases it will be necessary to relocate in order to be employed at the skill for which he was trained but employment is not a vague concept. His success on the job will vary depending upon the skill developed, but regardless of skills, the probability of his being employed six months after leaving the program are exceptionally good. Loss of employment will, in all probability, reflect inability to get along with an employer or his fellow workers or that he failed to abide by established rules and regulations and not the lack of ability to perform the skills required on the job. This too has been a learning experience and the probability is good that he will have another job within two weeks.

For the trainee, for the instructor, and for the project staff the Experimental and Demonstration Project presented many uncomfortable moments by presenting a threat to a previous way of life. Each had to make many adjustments while putting forth more effort than had been the case in most previous endeavors. In the process, each participant received a liberal education and misconceptions were dissolved. The rural hard-core unemployed dropout proved to be capable of and receptive to training at levels beyond the expectations indicated on tests and much beyond the expectations of most of the local citizens.

Over the 18-month training period rural dropouts were enrolled in the residential training program and participated in one of ten occupational training programs. Seventy-seven (or 64 per cent) reached their training objectives and were classified as having completed the program: 43 (or 36 per cent) were classified as dropouts inasmuch as these individuals did not complete a predetermined training program objective. Six trainees who failed to complete programs had been a part of the residential vocational training program for a rather long period of time and did obtain a salable skill; but in view of the established vocational training objective, they were classified as dropouts. A change in their status by categorizing those who were sufficiently skilled to enter employment in the field for which they were trained would have enabled the project to present a more favorable picture in regard to completion of training. If such were the case, 69 per cent would be classified as completing training while only 31 per cent would have been classified as dropouts. Later examination, however, of what has happened to those who have failed to complete training reveals that even without having reached their training objective something of value may have been imparted to all those who were enrolled in the program.

Selection of training programs developed a pattern over the course of the project's operation, but the pattern may have reflected circumstances more than it reflected an indication of preference on the part of trainees. In August,1965, upon termination of the post-orientation phase of Project Growth, a supplement to the Experimental and Demonstration Project, 24 Project Growth enrollees indicated a desire for vocational training. Eighteen of the 24 were in need of basic education and supportive services; consequently, they were continued in the Experimental and Demonstration Project and the six who qualified for regular MDTA programs but who did not need supportive assistance were enrolled in regular programs.

Many of the new trainees (Project Growth) indicated an interest in welding but in combination with those already enrolled in welding an extreme overload for welding instructors would have been created. Therefore, a separate welding training program was initiated with the approval of the State Vocational Education Department. Funds available in the Diversified Occupation MDTA Component to the Experimental and Demonstration Project were used for this purpose.

For the first time the majority of E. & D. trainees were enrolled in an occupational training program designed specifically to meet their needs. As a result the number of "sales representatives" for welding was increased considerably. New E. & D. trainees were influenced by comments of veteran E. & D. trainees and from this beginning a relatively high portion of new E. & D. trainees selected welding as their training objective. Upon completion of the Experimental and Demonstration Project, 50 E. & D. trainees had received vocational training in welding. Of that number 38 had been trained in the special E. & D. section.

Not only was the availability of welding training and the number of "sales representatives" a factor in its being selected by a majority of trainees but the capabilities and the personality of the instructor probably accounted somewhat for its being preferred. In addition the welding training program offered trainees the possibility of immediate achievement and success. Within the first few days, regardless of his academic abilities, a trainee could see the results of his endeavor. Hand

and eye coordination and some physical dexterity are necessary aptitudes in performance of the art of welding and these aptitudes have little relationship to academic skills. On many jobs skill in reading blueprints which, of course, requires the ability to read and to handle mathematics at a minimum level of the eighth grade is a requirement; but in many other jobs such as production welding or in jobs where close supervision is provided, an individual skilled in the art is readily employable. Success on the job by previous welding graduates undoubtedly accounted for some of the high priority given to it by trainees.

Machine tool training with 22 trainees enrolled and auto mechanics with 20 trainees enrolled were the second and third ranked choices for vocational training by E. & D. trainees. The three programs - welding, machine tool, and auto mechanics - accounted for 92 of the 120 persons enrolled in training. Other training programs selected were: food service, auto body repairman, refrigeration and air conditioning, nurses aide, stenography, and custodian.

The length of training for E. & D. trainees varied with the training program in which they were enrolled and with the individual's ability to adjust to and absorb training. In the process E. & D. trainees were enrolled for shorter or longer periods than was scheduled for regular MDTA trainees. In some instances, especially in programs such as auto mechanics where training program design called for 48 weeks of training in four sections of 12 weeks each, E. & D. trainees could elect to complete one or more training sections. This accounts for some E. & D. trainees in the automotive training program reaching their training objective sooner than would have been the case if they were to have attempted to complete the full program. In a few instances E. & D. trainees completed regular MDTA training program standards in a shorter period of time than was scheduled for the regular MDTA trainee.

The normal length of the MDTA training programs in which E. & D. trainees were enrolled ranged from 6 weeks for those in the nurses aide program to 48 weeks for auto mechanics, refrigeration, and auto body repair. E. & D. trainees who completed training programs were enrolled from 6 to 72 weeks with the median length of training being 25 weeks. A comparison between the median length of training received by E. & D. trainees and the length of regular MDTA training programs reveals that the median length of training of E. & D. trainees was similar to the training program in which the E. & D. trainee was enrolled, although the length of individual E. & D. programs varied considerably. As an example the 37 E. & D. weldor trainee graduates were in training from 9 to 35 weeks with the median length of training being 25 weeks while the MDTA welding program having a basic education component was normally scheduled for 27 weeks. E. & D. trainees in auto mechanics spent from 31 to 72 weeks in the program with the median length of training being 48 weeks which is equivalent to the number of weeks scheduled for regular automotive trainees. A similar situation existed in the machine tool program where E. & D. trainees remained in training from 18 to 36 weeks for a median training period of 2 weeks which is 5 weeks shorter than a MDTA machine tool training program having a basic education component.

As indicated earlier, trainees were enrolled in training at the time a replacement was necessary. On several occasions enrolment of new trainees was delayed in order to facilitate placement in a training program; but waiting for more than a couple weeks was impossible if the project was to serve, in the active training period, the number individuals designated in the proposal.

For several programs funds in the training component of the Experimental and Demonstration Project were used in order to conduct programs not otherwise available. Such action was a necessity for 13 of the 16 female trainees enrolled in the residential training program because the Area Training Center offered only two programs, stenography and data processing, and the female E. & D. trainees did not have prerequisites nor were they interested in these two courses.

Sixty-five (65) of the 120 E. & D. trainees entered regular MDTA training programs at a point in the training schedule other than the beginning of the course. Another 22 trainees entered the special E. & D. welding training program at a time other than its beginning making a total of 87 trainees who entered training programs at some time other than the beginning. Of the 33 individuals who were enrolled at the beginning of a training program, 13 were enrolled at the beginning of a regular MDTA program while the remaining 23 were enrolled in programs conducted solely for E. & D. trainees.

Selection of training programs and the successful completion of training was largely an individual matter although factors such as the county of residence, reading level, age of trainee, last year of school completed, and the point of beginning in the training program did seem to influence both selection and ultimate success. A more complete analysis of factors affecting success in the program is included in the section on trainees, but for purposes of examinating various aspects of training program selection and its effect on success, several factors are considered here.

Forty-two per cent of trainees in the residential training program selected welding and 74 per cent succeeded in reaching their training program objective. Eighteen per cent of the total enrollment selected machine tool and of these 50 per cent completed training while only 42 per cent of the 17 per cent who selected auto mechanics completed training.

Early in the training program the staff felt that long-range training objectives were in the too distant future to be meaningful to the disadvantaged youth enrolled in the program, and, therefore, would lead to a higher degree of failure to complete the training program. The high rate of dropout from auto mechanics might give some support to the concept, but the percentage of those who failed to complete machine tool training is very similar and it is much shorter in length, making any conclusions rather unreliable.

Communities of residence may have influenced selection and ultimate success of the trainees enrolled. Trainees from Schoolcraft County selected welding, a program in which 74 per cent of the trainees reached their training program objectives, whereas 46 per cent of the trainees from other areas chose welding. At the other extreme, Schoolcraft trainees composed 50 per cent of the E. & D. enrollment in auto mechanics where the success ratio of E. & D. trainees was only 46 per cent. Selection of a training program may have been influenced by community of residence which in turn may have ultimately affected the number of persons who completed training. One might, however, infer that the enrollment of trainees from a given county affected the success ratio in a given vocational training program.

Another concern of the project staff prior to enrolling E. & D. trainees in the residential training program was the possible effect introducing trainees into training at times other than the beginning of the program would have on them. Of the 120 dropouts enrolled 87 or 73 per cent of those enrolled in vocational training entered training at times other than the beginning of the program. The completion rate for the above was 63 per cent or approximately the same per cent as the overall completion rate for all trainees. For the trainees who were enrolled at the beginning of training the completion rate was 69 per cent. This success rate is slightly higher than the overall completion rate and an improvement on the per cent who completed training after entering training at a time in the schedule other than the beginning of the program. Included in the number of persons who were enrolled at the start of a vocational training program, however, were 16 females, 13 of whom received training in nurses aide and food services. Both of these programs are less demanding from a skill development standpoint and this may have influenced the success ratio.

At times during the early phases of the project the staff felt that by operating a specially designed vocational training program, more trainees could be motivated to a higher level and as a result would complete training. With the approval of a special welding section, the project was in a position to compare E. & D. trainees who were enrolled in programs designed for E. & D. trainees with those enrolled in regular programs.

In the operation of the special training program the project detected both advantages and disadvantages. Newly enrolled trainees quickly adjusted to the membership and did not feel so alone during the first weeks in the program. On the other hand, having 20 or more previous problem cases in one class is conducive to a greater number of behavioral problems and accidents. The instructor, however, was able to control the group and by the time their training program was nearing termination, individuals were taking steps toward being self-directed.

Thirty-eight trainees participated in the special welding section with 27 (or 70 per cent of those enrolled) completing the program, while 10 of the 12 E. & D. trainees in the regular MDTA welding programs completed for a percentage of 83 per cent. The percentage of completion for the special welding section, however, was higher than the overall completion percentage and higher than the percentage of completion for all trainees who did not start at the beginning of a program.

Age to a degree, but not significantly, may have influenced the choice of training. A majority of trainees (59 per cent) were in the age bracket 17 through 19 years of age while 41 per cent were in the age bracket 20 through 25 years of age. A reverse situation existed in the selection of auto mechanics. Fifty-five per cent of those 20 through 25 years of age selected auto mechanics whereas it was selected by only 35 per cent of those in the age bracket 17 through 19 years of age One might have anticipated that the more youthful members of the program would have selected automotive training in preference to other programs, but such was not the case. In the selection of other training programs, age did not appear to be a factor.

While the percentage of trainees who successfully complete training after being enrolled in an MDTA program at a time other than the beginning of a program was slightly less than for those enrolled in special programs or enrolled at the beginning of a training program, the advantage of the late enrollment approach in rural areas warrants further study.

In conducting training programs in sparsely settled rural areas, one is faced with a dilemma. The number of persons eligible for and desirous of training are not available in sufficient quantity to provide the enrollment needed to operate training programs over a period of time which would justify the cost of equipment. Space for training purposes in rural areas is also limited; consequently, expenditures of funds normally would be needed to house a training center.

One answer to the problem of cost and the problem of inadequate number is the concept of an Area Training Center. Increasing the potential enrollment provides an opportunity to broaden the variety of training programs. Operationally the area program could be improved. The traditional start-together and end-together approach to training results in some recruiting problems and is not geared to the needs of individuals within the population being served. A change in MDTA legislation is needed which would permit the concept of a stable revolving training schedule so long as enrollment would not exceed a predetermined number.

Conducting such an operation would not be without its problems, but it would have many advantages. It would enable individuals to select from a variety of programs at any time during the year. Current procedure necessitates a potential trainee's selecting a program that will begin in the not too distant future or taking the alternative of waiting for up to a year for the program of his choice. In too many instances the individual selects an available program rather than waiting for the program of his choice. If he waits, time is lost and because of the need for action other decisions are made.

The revolving group concept of training would also provide for adjustments in the time a trainee spent in training and would allow for an individualized approach. Individuals learn at different rates, yet in few instances have there been attempts to provide flexible instructional programs that are geared to individualized training goals. Approval of a policy of a revolving enrollment would permit establishing individualized training objectives for each trainee. For a few, skill competency would be reached in a normal training period while others would need additional time in order to become skilled. For others a readjusted training goal based upon the capabilities of the individual would be necessary, but the whole concept of an individualized approach to learning would be possible.

This approach to training is not without its problems. One of the more difficult ones to resolve would be the hiring of a staff capable of teaching in an unstructured individualized situation. Finding instructors for such a program would present a recruiting problem but would result in improvements in instruction.

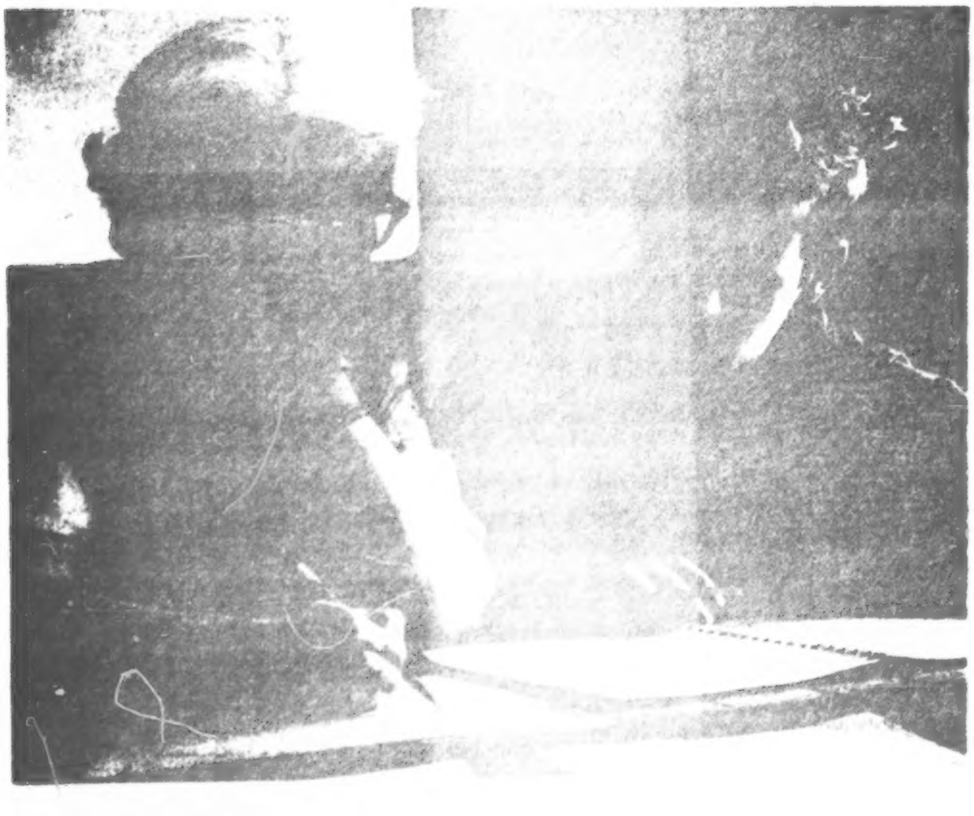
Over the active training phase of the Experimental and Demonstration Project, 41 persons from 2 of the 3 counties included in the Experimental and Demonstration Project's service area were enrolled in 12 regular MDTA classes being conducted by Northern Michigan University's Area Training Center. While a few of these persons were referrals of the project, the project did not attempt to provide a planned program of assistance for them, but did, on several occasions, attempt to work with individuals in order that they might complete training. Generally speaking the 41 regular MDTA trainees were older and more mature. These same individuals, however, were partially responsible for some of the difficulties in which E. & D. trainees found themselves. They provided the means by which E. & D. trainees could easily obtain alcoholic beverages and they organized parties and invited E. & D. trainees from their home counties. While the regular MDTA trainees having had more experience with alcohol avoided causing disturbance or getting into difficulty as a direct result of its use, E. & D. trainees proved their inability to function in a rational manner after imbibing too heavily.

While E. & D. trainees did get into rather serious difficulties, the project staff, with the support of other involved agencies, was able to keep them in the program and eventually many of them graduated and have become successfully employed. Unfortunately such support was not available to regular MDTA trainees and many did not complete training.

Twenty-eight (68 per cent) of the 41 regular MDTA trainees referred from counties in which E. & D. trainees were enrolled com-

Community Action:
Committees of citizens from the areas being served were invaluable in recruiting trainees and in interpreting the program to the community. Here such a group tours the facilities of the Area Training Center.

Orientation:
Trainees discuss responsibilities associated with accepting employment. Such group counseling sessions were a part of an in-depth exploration of the World of Work.



Basic Education:
Where basic reading and mathematic skills were low, trainees found help from sympathetic instructors in basic education classes.

Developing Skills:
To prepare them to take their places in the World of Work, E. & D. trainees were given opportunities to develop skills through comprehensive programs at the Area Training Center.

Learning to Learn:
Because most dropouts were never motivated toward study, most never realized their potential to learn before entering the program.

Many E. & D. trainees for the first time in their lives found that they could solve "classroom" problems because they related them to their training program. Individual study was encouraged, but expert help was always available to keep trainees from becoming discouraged.

Recreational Activities:

To help trainees adjust to on-campus living, the project staff, university faculty, students, and committees composed of trainees themselves planned activities to help introduce trainees to each other and to the university community.

Intramural activities, attendance at university activities, picnics, and informal get-togethers helped to speed adjustment.

The Climax:

For most trainees who completed their training objectives, the end of training represented a fresh beginning toward a productive life. The graduation ceremonies proved to be justification for the opportunity for that "other" chance.

pleted training. The percentage of completion of regular MDTA trainees of the Area Training Center is approximately 90 per cent, but the percentage who completed from the 2 counties was not much greater than the percentage who successfully completed the Experimental and Demonstration Program. On the basis of the above one might draw specific conclusions relative to the value of the Experimental and Demonstration Project, but in view of the many uncontrolled variables this would not be justifiable.

As stated previously in this section (referral to MDTA programs), 14 rural dropouts were referred to and enrolled in regular MDTA training programs. As regular MDTA trainees they were not a part of the residential training program nor did they receive all of the supportive services provided by the project. Project staff members did work with rural dropouts who were enrolled at Northern's Area Training Center, but for the most part, the counseling service provided was crisis orientated. There was no consistency of effort and the effectiveness of the relationship established was questionable. The lack of consistent support in the form of an interested and understanding counselor was evident, as 50 per cent of those referred failed to complete training.

What were the factors that contributed to the successful completion of training? What techniques and methods increased the probability of success? Inversely, what techniques or methods resulted in a negative reaction? As indicated in this section, no particular circumstances appeared to be predictive of success nor did it appear that a given technique or method was the answer for disadvantaged youth. Throughout the operation it would appear as though an individualized effort and a humanized approach, regardless of technique or methodology. was the key to the eventual success of any given trainee.

Basic Education

Basic education in the form of instruction in remedial reading and remedial mathematics was an integral part of vocational training programs but was taught as a separate unit by specialists in remedial education. Prior to the arrival of the first group of trainees on campus, it was agreed that the best instruction would result from the grouping of trainees according to their levels in either two or preferably three homogeneous groups. The basic structure for instructional purposes would not be too dissimilar from that followed by most educational institutions although the philosophy of the program and of the instructor would be much more receptive of and acceptable to the individuals who would be enrolled.

Within the first weeks after the arrival of trainees on campus, it was evident that scheduling difficulties necessitated adjustment in the operational structure, as well as in techniques and methodology. The first group of 31 E. & D. trainees were enrolled in 9 different training programs having starting times of 7:00 a. m. , 8:00 a. m. , 9:30 a. m. , 10:30 a. m. , and 5:00 p. m.; therefore, basic education hours had to fall during hours which were not in conflict with the individual's vocational training schedule. The concept of grouping trainees homogeneously became an impossibility. To avoid complete lack of structure, the basic education unit was scheduled in two blocks of two hours each, with two additional hours being devoted to orientation to the world of work. Dividing the group into two equal sections also conflicted with vocational training hours, and, in several instances, it was necessary to schedule trainees for up to ten hours per day of instruction in order for them to receive assistance in basic education.

An immediate reaction from the vocational education instructors also made it apparent that more time would have to be spent in vocational training if trainees were expected to become competent within the average period of time allocated. Disruptions in class training schedules were detracting from training to a greater degree than the few hours involved; therefore, upon completion of the first eight week unit, the schedule was adjusted so that with few exceptions a minimum of six hours a day was spent for basic education and orientation to the world of work. In a few instances exceptions were made in order to enable a nonreading trainee to reach a minimal stage in reading.

As veteran trainees departed and new trainees enrolled, the concept of group instruction became completely nonfunctional. The trainees represented widely divergent achievement levels in the basic academic areas and no commonality could be found in terms of skills brought to the program. Efforts were made in and out of the classroom to upgrade the conceptionalization and to employ a language that was more consonant with the motivational level of adults. None the less, motivation, as indicated by the interest shown and the efforts made by trainees was poor, and success in the classroom was limited to those individuals whose experience, since leaving school, had created a large success drive.

Abandoning the classroom approach in favor of an individualized effort based upon motivation as the prime referent seemed to be the key and with the change from the more threatening classroom situation, most trainees became participants in the learning situation. Instruction carried on in a one-to-one or even three-to-one relationship made some trainees eager accomplices in their own learning situation. Veteran trainees were encouraged and did give much tutorial help to others and in this way some trainees were motivated towards achievement in order to satisfy extrovert needs. In the process the tutor improved his basic skills while the recipient benefited from individualized instruction. Indeed it was not always clear who was the instructor or who was the pupil.

Out of necessity trainees were scheduled for basic education only during the hours preceding or following vocational training. At times there would probably be seven or eight trainees in the classroom , but with the wide variance of skills presented, all efforts were directed to an individualized approach rather than to attempt group instruction.

For a few trainees basic education was not required because of their relatively high reading level as indicated by tests. These individuals were assigned to vocational training for the full eight hours and in addition were encouraged to improve their skills for purposes of taking the General Educational Development Test. On an individualized basis with the help of program workbooks these individuals became independent workers, but they returned to the classroom on a scheduled basis for guidance and review.

It may be true that the demands of our society has caused man to relinquish the idea of a learning procedure which had Mark Hopkins on one end of the log and the student on the other, but the project's experience in the basic education unit demonstrates that a similar technique must be retained for students who are insufficiently motivated in regular classroom situations. The question of implementation is paramount. While the cost is high the cost resulting from the failure to provide educational programs designed to meet the needs of all students is even higher.

Overall there was much improvement. The project would have liked to report that each and every enrollee was able to pass a high school equivalency test and that he went on to become a highly successful participant in the community of his choice. This, however, was not the case. While most of the participants did benefit from basic education, a few of them, for various reasons, failed to respond and did not improve their basic skills. Others, while upgrading their skill levels, were not able to improve to the level that the staff felt was necessary in order for them to compete with the average worker employed in the occupation of his choice.

Of the 120 E. & D. trainees 105 were enrolled in the basic education program, and a majority continued in basic education throughout their stay in the residential training program. A few were able to achieve levels which enabled them to devote the full eight hours a day to vocational training and a few, at the time of their enrollment, were adequately prepared to work on their own. Trainees' grade level reading scores on the Gray Oral Reading paragraph at the time of enrollment in the program ranged from 00 to the twelfth grade and above with the median grade level score being 7.1. Thirty-seven or approximately one-third of those enrolled in basic education read below the fourth grade level, while on the opposite end 29 individuals read at the twelfth grade level. The test was used as a screening device and no attempt was made to determine the level of comprehension and this may have influenced the number of high scores.

While trainees were in the program, improvements in reading skills were quite evident; but the project did not document the degree of improvement. Early in the operation a decision was made to devote all energies to the task of meeting the needs of trainees and to avoid as much as possible any organizational structure which might interfere with the attempt being made. To have tested each basic education enrollee on a regular interval schedule would have necessitated, after the first start-together group, individualized test schedules. It was felt that in administering the test too much valuable instructional time was lost and in view of the variance in the length of training programs, the added problem of individualized testing schedules and the difficulty of having compariable scores would have detracted more from documentation of improvements.

The original group of start-together trainees who remained in the basic education unit four months after its inauguration were tested but thereafter no attempt was made to test new trainees. The change in the reading scores of these trainees varied from one negative grade level score to an improvement of 3.5 grade level. The median improvement of the 17 trainees who were retested within 4 months after the beginning of the program improved their scores nine-tenths of a grade level or an improvement from 6.2 to 7.1 in the median grade level scores.

While testing was not a structured part of the basic education program, many trainees requested and were given the opportunity to take the General Educational Development Test. Twenty-seven trainees took the General Educational Development Test with 58 per cent succeeding. Among those who were successful were trainees who, at the time of their enrollment in the program, were reading below the fourth grade level.

Orientation to the World of Work

In the process of identifying rural dropouts in the three counties served by the project, the community volunteer committees found that the more able dropouts had either relocated for employment purposes or were employed full time in the local area; consequently, the anticipated number of dropouts were not available or were ineligible for project services. Realizing that employment opportunities in the home communities were limited and that those individuals trained through the efforts of the Experimental and Demonstration Project would have concerns and fears relative to leaving the home communities, the proposal included as a part of the training component a unit entitled, "Orientation to the World of Work."

By means of this unit the staff did attempt to prepare trainees for job mobility and for the possible necessity for further retraining in new occupations, but did not attempt to stimulate nor arrest migration. Efforts were made to increase the sophistication of trainees relative to the demands of the business and industry and to increase their knowledge of life in an urban community. To accomplish this objective, the staff arranged for a variety of activities which covered requirements and expectations of employers, job interviews, finding and procuring a job, reasons why workers lose their jobs, inexpensive amusement in urban centers, how to find an apartment or other forms of housing, agencies offering assistance to new arrivals, other agencies offering assistance to those in need of help, public transportation, budgeting, and credit buying. Audio-visual aids, guest speakers, and field trips were utilized to present the material. The most rewarding and profitable sessions resulted from the free-wheeling group counseling sessions where role playing in many instances, became the motivating force.

Not only did these sessions provide an opportunity to prepare trainees for future job problems, attempts were made to force attention on the relationship between training problems and later employment problems. The sessions also provided an opportunity for airing trainee complaints. The project staff also utilized the sessions to focus attention on problems which were detrimental to either the success of an individual or to the program.

Without this unit much of the effectiveness of the training program may have been lost as was indicated on those few occasions when the unit was not in operation. Not only did the orientation increase the knowledge of trainees relative to the world of work and life in an urban community, but it also served effectively as a medium of catharsis.

The program did not effectively change all trainees; but the number who relocated for purposes of employment might suggest that this unit and the experience gained from being away from home and being a part of a university based residential training program, broadened their horizons. Fifty-one of the 77 graduates relocated for purposes of employment and 41 are currently relocated, although not necessarily in the community to which they first relocated.

CHAPTER III

SUPPORTIVE SERVICES

DESIGN FOR MULTIPLE SUPPORTIVE SERVICES

Project design called for multiple supportive service to be provided by official and lay leadership, volunteers, ancillary agencies, community organizations, and the project staff. The rationale behind the attempt to involve a variety of persons and agencies was twofold. First, existing agencies and organizations have, as a part of their regular program, services that, if coordinated, could assist in resolving many of the problems of disadvantaged persons. In addition to bringing to bear upon the problem all available resources of the community, the coordinated approach would attempt to expedite the referral process. Secondly, the involvement of official and lay leadership representing agencies, organization, and local citizens would focus the attention of a group which is representative of the community on the program and on possible ways of resolving it.

Use of lay citizens in direct support created an awareness of the problem and involving them with disadvantaged citizens with whom most had no previous contact or relationship provided a meaningful learning experience, especially for those lay citizens who became personally and emotionally involved. Through involvement, the possibility of a change in attitude was improved and the probability of permanency of change was increased.

COMMUNITY VOLUNTEER COMMITTEES' ROLE

Committee members, as explained in the section on community action, provided the project with the means by which contact could be made with trainees and with existing agencies and organizations. The community volunteer committees through contact with individuals or contact with existing service groups and ancillary agencies did initiate much direct support. Their involvement, however, in personal supportive lay counseling was limited to a few cases; but in those instances where supportive assistance was provided or in those cases where the community itself reflected a genuine interest in trainees, the probability of a trainee's completing the program was considerably increased.

PROFESSIONAL ASSOCIATION SUPPORT

An organized program of support from professional organizations was not obtained for several circumstantial reasons. In rural areas the number of professionals to the total population is generally less than is available in the now populous or urban areas. In order to enroll a sufficient number of professionals to make a functional organization, professional associations must include members from several counties. Being regional in nature necessitates consideration of the problems of a given county in light of regional needs.

Efforts to create community-wide (county) concern and to initiate action on the part of professional groups must also consider artifically created service areas. Residents of counties who live in close proximity to other population centers normally take advantage of shorter distances to be traveled and make use of professional services from that community regardless of political, governmental, or other artifically created boundaries. The concept of a county community is governmental and except for governmental services and functions, there may be no other ties.

In view of the fact that the number enrolled in the Experimental and Demonstration Project from any given county was small and in view of the artifical nature of the service area, a concerted effort to organize professionals was not initiated by the project staff. While an organized program of services was not attempted, individual professionals were contacted and did provide eligible rural dropouts and their families services at no cost or at reduced cost in those cases where assistance was not available from other sources. It should be noted that in most instances the person providing the service requested that knowledge of the service not be made public information.

ANCILLARY AGENCY SUPPORT

Ancillary agencies were most cooperative and interested in the project's operation and in many ways they provided much assistance. The State Department of Vocational Rehabilitation, the Department of Social Services, the Department of Pardons and Paroles, the Bureau of Indian Affairs, and the State Department of Education were especially helpful.

In providing supportive assistance to the project's efforts, the nature of the assistance went beyond the normal functions of the office, especially in the form of personal interest and involvement of individual staff members. During the project's operation there were 93 instances of assistance that were considered by the project staff to be beyond normal function of the agency or organization. Trainees received special medical or mental service (17), major dental work (19), a major clothing donation (25), psychological help (6), loans other than from the project's loan fund (14), and other types of service (12). Clothing donated by faculty and students was an on-going activity as was the use of the university's counseling service.

The Department of Vocational Rehabilitation was especially helpful. Thirty E. & D. trainees received direct assistance from their office. One of the major problems of rural dropouts was the deplorable conditions of their teeth, but the high cost of repairs and replacements made it difficult for community organizations to contribute sufficient funds to cover the expenses involved. No agency program had provisions or funds for dental repairs, but through a liberal interpretation of rules and regulations the Department of Vocational Rehabilitation did provide funds for major dental work including dentures to 16 E. & D. trainees.

Of the many services provided trainees, the effects of dental service were most observable. Removal of almost completely decayed teeth and their replacement by artifical dentures not only dramatically improved a trainee's appearance, but it had an equally dramatic effect on his attitude and health. Elimination of the pain resulting from dental caries and removal of the cause of a constant drain on human vitality enabled trainees to enter into activities under more normal conditions. Improved physical appearance and a more normal health pattern increased the probability of employment and increased the probability of later success on the job.

RESIDENTIAL TRAINEE SUPPORT

Project design called for the residential training program to provide many types of supportive services for enrolled trainees. Initiating and coordinating this effort was also a staff responsibility. The staff, as indicated throughout this report, had many roles to play and many functions to perform--one of the most important being counseling services to trainees in the residential training program.

How does one select a competent staff and design possible courses of action without first having some concept of the capabilities of the staff? What consideration should be given to the fact that each staff member will bring to the program preconceived ideas, moral values, and a philosophy which could be in conflict with the manner of living and ways of life adhered to by the population to be served? It was decided that while professional experience and competency in counseling was highly desirable, first priority in the selection of staff would be given to the overall character of the individual. Would he be capable of operating in a relatively unstructured situation? Would he be emotionally capable of making the individual his prime concern without incurring conflict with personal desires or needs? Would he have the potential to make decisions on those occasions when a decision on his part was warranted? Could he operate in a flexible manner rolling with the punch and still provide effective service?

All of the above were desired qualities but they were also qualities which are nearly impossible to assess. Therefore, selection of staff members was made on the basis of the individual's ability to communicate a sincerity of purpose and a desire to be of service providing he had some professional training and/or experience in an area related to guidance and counseling. With a staff of neophytes the project attempted to rehabilitate hard-core disadvantaged rural youth.

The choice of staff proved to be most justifiable. Without desire and sincerity, the project would have encountered many more obstacles and resolved fewer of them. Within four months the project staff had accumulated knowledge and experience in an area where few people previously had experience. Their knowledge of the problem and their involvement in an effort to assist disadvantaged rural youth made them circumstantial experts at a time when expertise of any kind in this area was in short supply.

While many of the functions performed by the staff and by others were a necessary part of and important to the project's operation, counseling of the trainees was the focal point. To effectively counsel another person, a relationship of acceptance and understanding must be developed. More than one or two counseling contacts normally are needed to foster this relationship. For the counselee the proof is in the pudding and failure to effectively carry out a planned course of action would have limited the effectiveness of counseling and would have damaged an individual already scarred from previous experiences. The project staff, surprisingly, was able almost immediately to establish an effective working relationship. Sincerity of purpose was apparently communicated during the first contact and the social barriers were not as evident as expected. Staff members did make commitments which could not be kept, but sincerity of purpose and a spirit of accepting mistakes as long as one was trying seemed to prevail.

The project's counseling program in the early stages was conducted in a rather conventional manner. After the first week of orientation to the residential training program, trainees were scheduled for individual counseling sessions on a regular basis and the class, orientation to the world of work, provided a daily opportunity to have group counseling sessions. In addition through placed recreational activities, picnics, etc., the staff met with trainees on an informal basis.

As in other phases of the project's operation, preconceived program design had to be adjusted in terms of the developing situation. Regularly scheduled counseling sessions were dropped except in a few instances where additional contacts with a trainee were desirable. Throughout each hour of the day the training schedule provided trainees with free time to frequent the project office. While discussions with counselors were informal and not always related specifically to problems, trainees were not in the least hesitant to discuss problems or situations which were of concern to them.

The established relationship and the number of contacts with trainees was gratifying and rewarding, but the involvement of the staff in these activities left little time for taking care of other related tasks. The project director attempted to resolve the problem by requesting trainees to see their counselor only on those occasions when it was important. The desire on the part of the trainees to communicate with one who has been both an understanding and helpful listener was not to be denied. Trainees were soon seeking assistance with a variety of problems both real and imaginary. The message was clear. Trainees desired and were in need of supportive relationships.

What were the factors that may have affected establishment of this effective working relationship? Throughout the operation counselors were action orientated and immediate attempts were made to find solutions to any given problem. Solutions resulted from both directive and nondirective counseling techniques. The key seemed to be the desire of the counselor to help either directly or indirectly by helping the individual help himself.

From the first contact with trainees and for several weeks thereafter, trainees tested this sincerity and found counselors to be acceptable in almost every case. Under more normal circumstances extensive testing of counselors would not have prevailed, but E. & D. trainees needed repeated indications of sincerity.

Group Counseling The sessions conducted as a part of the class, orientation to the world of work, proved to be valuable in maintaining a good working relationship. In both small and large group sessions trainees freely expressed their feelings relative to the topic being discussed. The issue and not the personality of any member became the focal point of discussions. Keeping personalities out of the discussion proved to be both a difficult task and a valuable learning experience for each of the participants. At times emotional peaks were reached and trainees learned how to handle their emotional reactions as well as how to react to the emotional reactions of others. In the process trainees were able to release tensions.

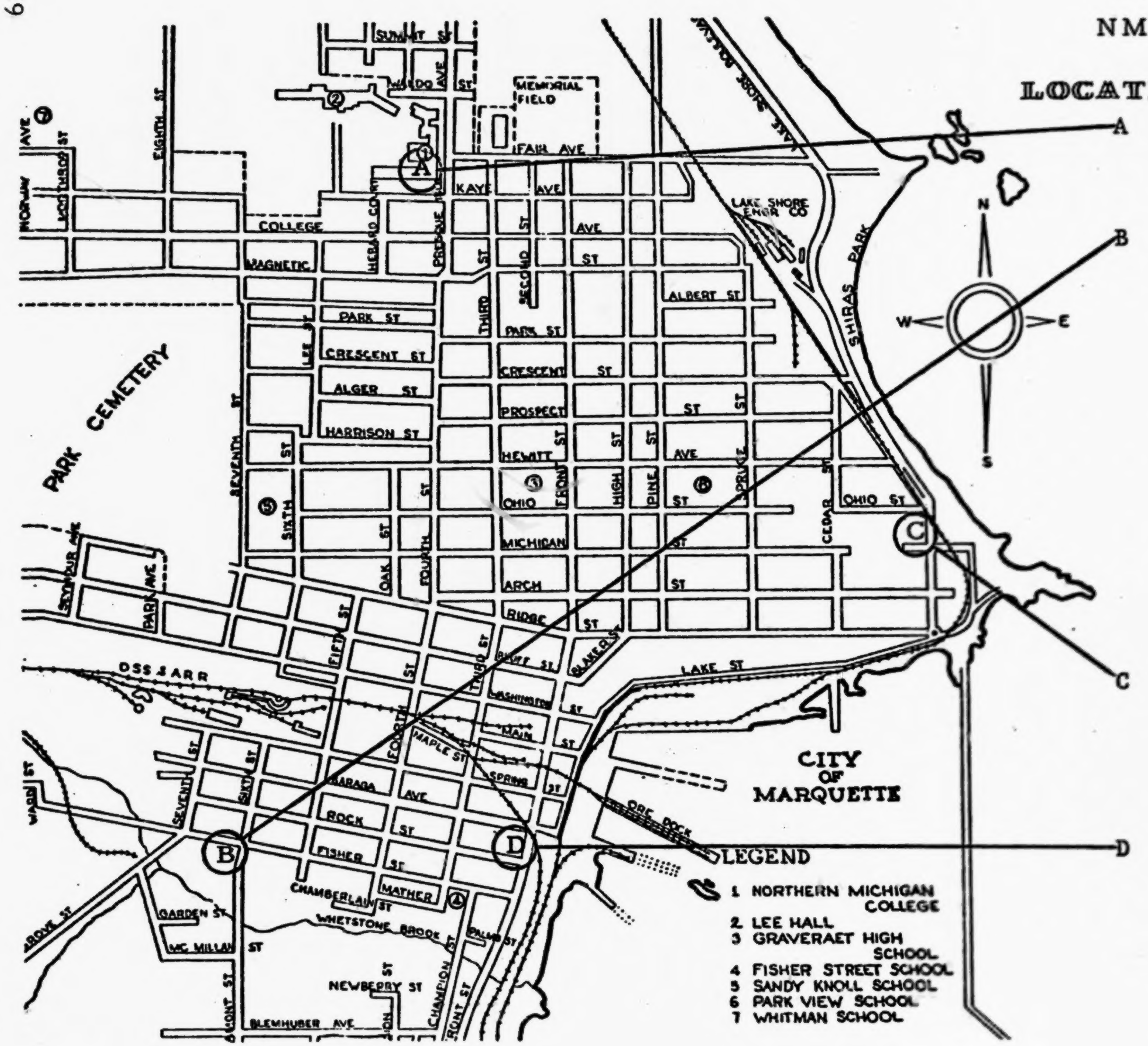
The effectiveness of catharsis was made evident upon completion of the first unit of orientation to the world of work. Prior to the start of the next unit several vocational instructors asked that the sessions be reinstated. Without the opportunity to meet and discuss problems, many trainees were reacting in very disturbing and disruptive ways. As a solution upon completion of a unit in orientation to the world of work, the project continued group discussions twice a week.

Whenever all three project staff members were in the office, the group was broken down by counties and each counselor worked with his group. When this was impossible because a staff member was on the road, all trainees met as a group. In both small and large group sessions discussions were lively but in the large group sessions the less verbal members were reluctant to participate. While this reluctance did not reflect fear, it did reflect a less aggressive personality.

Informal Counseling With the beginning of training, staff members added to their list of duties that of being a chauffeur. Public transportation was nonexistent, the university's bus transportation was fully committed, and the Area Training Center was located in four centers scattered throughout the city of Marquette. This necessitated either finding adequate transportation or having trainees walking a minimum of two and one half miles and up to five miles. While the project was attempting to resolve the problem, trainees were transported in private cars by the project staff.

NMU AREA TRAINING CENTER

LOCATIONS OF TRAINING FACILITIES


CITY OF MARQUETTE
PARK CEMETERY
SHIRAS PARK
LAKE SHORE BOULEVARD
LAKE SHORE ENGR CO
MEMORIAL FIELD
ORE DOCK
DSS & A RR
N
S
E
W
A
B
C
D
LEGEND
1 NORTHERN MICHIGAN COLLEGE
2 LEE HALL
3 GRAVERAET HIGH SCHOOL
4 FISHER STREET SCHOOL
5 SANDY KNOLL SCHOOL
6 PARK VIEW SCHOOL
7 WHITMAN SCHOOL

A NORTHERN MICHIGAN UNIVERSITY
Longyear Hall L-6
Data Processing

B AREA TRAINING CENTER
Jacques Marquette Building
600 Altamont Street
- Vocational Education
  - Office Complex
    - Office Occupations
    - Upholstery
  - Basic Ed & Prevocational Training
  - Occ. Counseling & Ancillary Services
    - Office Complex
    - Counseling - Basic Education
    - Neighborhood Youth Corps
    - Mobility Project
- Alger-Marquette Community Action Board
- Diocese of Marquette

C FLANIGAN BUILDING
Lake Shore Boulevard
- Automotive Mechanics
- Auto Body Repairman
- Automatic Screw Machine

D VEIGHT BUILDING
Rock and Front Streets
- Machine Tool
- Combination Weldor
- Electrical Appliance Repairman
- Radio-TV Service & Repairman
- Refrigeration, Heating & Air Cond.

In addition the distance of training sites to the university's residence hall and from university's food service necessitated attempting to return trainees to the campus for noon meals or delivering lunches to them at their work stations. With the variety of training schedules, the former was an impossibility and the delivery of lunches became another staff activity. Both of these rather routine tasks involved considerable staff time and energy, but within a short period of time it was evident that the values received outweighed the loss in time. In traveling to and from training, trainees freely discussed the previous day and night's activities and the project staff, in the process, was kept informed of all on-going activities. By being involved to the extent that project staff members entered into the life of each trainee as counselor, recreational director, chauffeur, and lunch delivery specialist, a "role model" in the life of each trainee was provided.

The problem of bussing trainees was eventually resolved by rental of bus service from the university's Public Service Division, but the project felt something of value was lost. Delivery of lunches continued throughout the operation and became part of the schedule whereby trainees were assured of daily contacts with a counselor.

The extracurricular activities of trainees, many times, interferred with training. As an attempt to resolve the frequency of these nights out on the town, the project set aside one night a week for project recreational activities. On these occasions most staff members participated. During the week staff members also attempted to visit Carey Hall, the home of the E. & D. trainees, to play cards or just to chat with trainees. Trainees' appreciation of these activities was indicated in many ways and the project staff felt they could not withdraw from this particular effort, even though the burden was increasing to the point of impossibility. These informal activities strengthened staff relationships with trainees and improved overall trainee behavior.

This type of involvement on the part of counselors is viewed by some counselor educations as being dangerous in that too much familiarity will result and in the process the effectiveness of counseling will be endangered. The project staff felt that these activities were as important as any in which they were involved. In spite of the dangers inherent, staff members were able to maintain a relationship of distant friendship but not familiarity.

RESIDENCE HALL PROGRAM

Prior to enrolling trainees in rooms in the residence hall program, consideration was given to assigning each trainee to a room in which two university students would be assigned. It was estimated that approximately 60 interested male students would be available to participate in this experience. Discussions with staff members of the dean of students' office, however, pointed out problems which would result from disrupting room arrangements in the middle of the semester. There was the added problem of a revolving trainee group, and the change of room assignments which might have involved all of the residence halls. As a result the idea was dropped in favor of having all male trainees in one wing of a residence hall.

Having all trainees in one wing proved to have its advantages and disadvantages. Administratively it was possible to select the residence hall advisor who would be responsible for trainees while in their living quarters, and it also simplified procedures for staff members wanting to contact trainees. Being housed in a university's residence hall in itself created many fears for new enrollees; but probably the fears would have been greatly increased if the trainee knew that he would be rooming with university students rather than individuals of his own kind. On the other hand, living in a residence hall but apart from university students limited the degree of involvement and, as has been pointed out throughout this report, involvement tends to break down preconceived ideas.

Female trainees did live with university students but from this limited experience no conclusions can be reached. In some cases an understanding, helpful relationship developed but not without considerable effort on the part of the staff prior to and after the arrival of the trainee on campus. Efforts were made to familiarize university roommates with the nature of the problem, habits of health, cleanliness, and other characteristics which might be disturbing to one with firm middle class values. Cleanliness and failures to share in the upkeep of the rooms in particular were disturbing to roommates of female trainees, but the project staff felt that trainees' outward attitude of "I don't care," which reflected no appreciation for the efforts being made to assist them, may have been more disturbing than were specific habits. Support to this contention was noted in the case of a university student whose first roommate was a quiet, withdrawn, extremely poor, unkept young lady. This trainee was totally unprepared for residence hall living and its modern conveniences; however, because of the trainee's willingness to try and her nonthreatening manner, an accepting, helping relationship developed. Later a second trainee was assigned to this same university student's room. A nonaccepting, defiant, uncooperative attitude on the part of this trainee resulted in an uncompromising situation which the project staff was unable to resolve. In this instance a position of nonacceptance on the part of both parties reinforced previous attitudes and it was necessary to make a change in room assignments.

While there were many problems relative to housing trainees on campus in a university residential hall, there were sufficient advantages to warrant further investigation of this feature. As a result of this experience, considerable confidence was gained and on June 25, 1966, the university began a Women's Job Corps Program, which includes housing enrollees in one of the university's residence halls.

Housing trainees in a residence hall did provide a setting which could have reinforced previous feelings of rejection on the part of trainees. Therefore, care was taken to assure a favorable reception for each new trainee. His first contact was with residence hall advisors and their assistants, university officials, the project staff, and with residents of Carey Hall. This group actively conveyed to each trainee a feeling of warmth, welcome, and acceptance which fortunately buttressed trainees for those occasions when the conduct or remarks of a university student conveyed less than an accepting attitude.

Within a relatively short period of time after the arrival of the first group of trainees on campus, residents of Carey Hall who, through daily contact, found trainees not too dissimilar from themselves became spokesmen for trainees and the program. Unfortunately this was not true of the majority of students who had occasion to see trainees infrequently, if at all. Conclusions in regard to the feelings of the overall student body would be difficult to make and would be unfair as most of them never had a chance to know the trainees.

Big Brother and Sister Program Efforts to provide supportive services through a "big brother," "big sister" program were largely unsuccessful. The failure of this demonstration feature reflected administrative weakness rather than indicating a lack of desire to be of help or an inability to accept trainees on the part of university students.

Several circumstantial factors directly affected the efforts of "big brothers" and "big sisters." After several meetings of the project staff with members of a student education association, volunteers were assigned to trainees. Most of the volunteers were females while trainees enrolled were primarily male. Understandably this posed problems. In addition, more often than not the big brother volunteers were housed in residence halls somewhat distant from Carey Hall, and this did not facilitate getting together on a routine informal basis. Getting together of big brothers and trainees was made more difficult because the free hours of trainees and students' free hours were often in conflict. Infrequent meetings increased the difficulty in breaking down personal barriers and eventually such meetings ceased. Residence hall advisors and assistants who worked closely with trainees eventually served in lieu of big brothers.

Student Government As members of a house in Carey Hall, trainees elected officers and served on the governing board; they contributed to the bi-weekly hall newsletter; they participated in Carey Hall recreational and social activities; and they represented Carey Hall in intramural recreational activities. Overall trainee involvement was not impressive, but neither is involvement of university students if percentages of those enrolled are considered. In those instances where there was a possibility of an individual trainee or a group of trainees competing successfully, the degree of participation increased proportionally. Like any other member of the human race, they tended to avoid activities is which there was little probability of success.

The value of participation, however, cannot be dismissed. Those trainees who attended athletic events and participated in other university activities felt more a part of the university and were more likely to successfully complete their training program. In most instances those who participated were less in need of acceptance and belonging and had a greater probability of success. On the few occasions when trainees were talked into attending a university function, they found the experience not unpleasant.

After the project became a more familiar part of the university scene, interest in the project and in trainees on the part of university student groups increased rather than decreased. Several fraternities and sororities indicated an interest in being of service and did become involved in recreational activities and in collecting suitable clothing for trainees. The Department of Social Science Club sponsored several evening get-togethers. A study of trainees' reaction to university students and to life on a university campus was conducted. A radio program including trainee interviews was made by a student group, and project staff members participated in many class discussions with students in education, psychology, and sociology.

Trainee Opportunity Survey While all of the activities involving students and student groups were noteworthy and contributed to a better relationship between trainees, students, and ultimately to the success of trainees, the students' study is reported because it was an attempt to document trainee opinion. The study was conducted by five students from an advanced class in social psychology and is a sampling of trainee reaction to university students and to life on a university campus.

On the four major items assessed, trainees responded in the following manner: 58 per cent gave as their major reason for becoming a part of the residential training program, learning a trade; while 37 per cent selected getting more education, and only 5 per cent listed meeting new people and making more money. The small number that selected the latter was somewhat surprising to the staff and may have reflected project emphasis on education and learning a salable skill.

When asked "what would you like to do when not in class," 47 per cent responded they would like to go home, while an almost equal amount indicated activities on campus--21 per cent gave as their first choice going to the Wildcat Den and 21 per cent listed activities in the dorm. Extracurricular activities in town created most of the project's problems but only 10 per cent indicated going downtown as the first choice of an activity when not in class.

In an attempt to determine who trainees would like to have as associates, they were asked who they would prefer going to school with: college students, high school students, or their own group. Surprisingly, 43 per cent indicated as their preference college students, while only 5 per cent indicated a desire to associate with high school students, and 42 per cent selected their own group.

When asked to react to those statements which trainees thought were true about college students, trainees indicated that college students are friendly, had too much money to spend, get the good breaks in life, were here mainly to have a good time, and think they are better than others. They did not feel that college students had to really work; that they are sensible and mature; that they are always willing to be helpful; or that they are lucky, stuck up, or polite.

It should be noted that variation in the personality of the interviewer, administrative techniques, and response interpretation served as variables in the survey as may have trainee interpretations of the questions being asked. A few trainees refused to take the test; therefore, the sample may have resulted in an inadequate analysis. Interviewers commented that about 35 per cent of the trainees seemed tense and uneasy, while 90 per cent of the trainees were interested, cooperative, and friendly.

Other Indicators of Reaction by Trainees to Residence Hall Living Trainees' reaction to being housed on the university's campus and in a residence hall would have to be classified as involving mixed emotions. Reasons why trainees expressed a desire to be housed off campus were many and varied, but generally fell within two broad categorizations-- the possibility of receiving more money and the possibility of having more freedom.

While in the residential training program trainees paid to the university a fixed amount for room, board, and linen service. In addition to this fixed weekly charge for room and board, trainees received $1.00 per day subsistence while away from home. Manpower Development Training Act regulations permit payment of up to $35.00 a week for subsistence, except in those instances where a standardized weekly charge is made for room and board. Many trainees felt they could live off campus for less money than the university was charging for room and board; therefore, they would have additional spending money.

Early in the program's operation the staff did transfer several trainees to regular MDTA programs in order to enroll additional youth in the E. & D. training program. While these transfers were among the best adjusted E. & D. trainees, living in the community on $35.00 a week proved to be a difficult task. The financial difficulties encountered by trainees living off campus were communicated to on-campus trainees but no noticeable change in their desire to live off campus resulted.

The expressed desire of trainees for more freedom did not seem to have any justification. University residence hall regulations are quite liberal and trainees were free to come and go pretty much as they pleased. While being housed in a residence hall, they were expected to maintain established quiet hours, to assume responsibility for residence hall property, to abstain from having in their possession alcoholic beverages, and to conduct themselves in a reasonably acceptable manner. In spite of these very limited restrictions trainees frequently expressed a desire for more freedom, but for several reasons no action was taken.

Project design called for trainees to reside in university residence halls, and the project's experience with the few E. & D. trainees who were transferred to off-campus facilities and into regular MDTA programs suggested that living off campus was not at all desirable if ultimate completion of training was one of the project's objectives. In two instances the attendance of transferred trainees declined dramatically and specific social problems in the community occurred. Fortunately, the project staff was able to intervene and these trainees were able to remain in the program upon acceptance of certain controls, one of which was that they return to the university's residence hall.

Quality of lunches, training hours, unfairness of instructors, derogatory comments by university students were included in the many complaints registered by trainees. In all probability, however, each complaint reflected a need to find fault with something rather than being a major concern of the individual. Upon completion of training programs or upon termination prior to completion, project staff members in their final interview with trainees attempted to determine the reaction of trainees to the residential training program. In retrospect there seemed to be an agreement that living on campus was a positive influence on their conduct.

Not all aspects of living on a university's campus were positive in nature. Leaving the relative security of home in order to live on a university's campus creates fears within the minds of newly enrolled university students. For the rural dropout the decision to become a part of the residential training program undoubtedly created many more anxieties. The idea of living away from home was a totally new and threatening experience and living with university students with whom they had few commonalities created additional degrees of apprehension. The majority did, however, adjust to their new home and the new environment, but a few, in all probability, terminated early as a direct result of having to live on campus.

Twenty-one of the 43 trainees who terminated prior to completion of their training objective did so in the first 6 weeks and 9 of these terminations occurred in the first 2 weeks indicating that residence hall living and being on a university's campus was a major factor in these early departures. Living and eating with students when one's clothes, manner of dress, and other habits are significantly different from the majority is not conductive to strengthening the ego or increasing the feeling of acceptance. Not all of the early departees, however, were unfamiliar with residence hall living. Of the 21 who dropped out during the first 6 weeks, 6 were former Project Growth enrollees who had lived on campus for up to as many as 7 weeks prior to their becoming a part of the residential training program. The seven weeks' stay on campus occurred during the summer months when graduate students and regular student enrollment is only one-third of that of the regular school year making the "living-in" experience somewhat different than it was during the regular academic school year.

Isolating any factors which may have contributed to early termination is most difficult in view of the many variables and each case must be considered in terms of the individual. It is highly likely, however, that living on a university campus with all of its individual personal ramifications was instrumental in a few trainees' departing early from the program.

While fear and inability to adjust was a contributing factor in a few early terminations, conflict with established rules and regulations as a cause for dismissal was minimal. Disciplinary action on the part of the university did result in temporary or permanent suspension of eight trainees. Two of the four who were terminated by the project director from the residential training program had been a part of the program for a sufficiently long period of time to enable them to be employed in their training field. The other two had created a series of problems both within and outside of the project's operations. Therefore, retaining them would have had adverse affect on other trainees and no attempt was made to find alternate solutions for either the trouble makers or the two with sufficient training.

Limited suspension for the five trainees meant not being able to live in the residence hall for a period of four to six weeks. In four of the cases where interruption in training did not jeopardize the possibility of completing the program, trainees remained at home during the period of suspension, but in the one instance it was necessary to find housing accommodations off campus during the period of the suspension in order that the trainee would be able to complete his program. Four of the five who received temporary suspension did eventually complete the program.

Normally violation of certain rules and regulations resulted in automatic dismissal; appeal to the Student Conduct Committee, a committee composed of five university faculty members, is permitted. During the 18 months of residential training the project director and 13 trainees voluntarily appeared before the committee. The committee, considering having to justify the consistency of their action to other university students, was most understanding and lenient in their decisions involving E. & D. trainees. While the reaction of trainees upon receiving less than normal and expected punishment was surprising, the majority was very happy with the decisions rendered; but they were also disturbed because they expected no favoritism to be shown.

In April, 1966, because of other university's commitments, trainee housing and food accommodations were relocated to a building located off campus. The facility, as previously explained in this report, provided housing, food service, project offices, a basic education program, and some vocational training in one building. Having operations centrally located and in close proximity to other training sites would, on the surface, appear to be more suited to the project's operational needs than was the situation when trainees were housed on campus. Trainees' reaction, however, to the contemplated move and after being relocated was considerably different than their remarks while located on campus would have implied.

One might conclude that the advantages of having trainees on campus far outweighed the disadvantages. While on campus the opportunities for involvement with university students, the opportunity to participate in regular recreational and social events, the necessity of having to abide by rules and regulations, and overall environment led support to the project's efforts to rehabilitate disadvantaged, hard core, unemployed rural dropouts. On the negative side the most noticeable disadvantaged was the fear created and the inability of a few to adjust to living in a university's environment.

Given the opportunity to continue the program, the project staff would recommend continuation of the on-campus residential phase. Suggested changes would be minimal except perhaps to move rigidly structured orientation to residence hall living in an effort to reduce some of the fears trainees had relative to living in a university residence hall. The supportive assistance gained in those instances where trainees were involved with students, faculty, and the general public would be continued and a plan with considerably more emphasis on involvement would be attempted.

CHAPTER IV

RECRUITING

Without the assistance of the recruiter network, established shortly after the project became operational and later provided by the community volunteer committee, staff members would have had to devote considerably more time to the recruiting phase of the operation, and the probability is high that the efforts would have resulted in less representation from all corners of the target area. As previously explained, recruiters were selected on the basis of their expressed interest in helping their neighbors help themselves and did represent all geographical population centers in each of the counties; therefore, each eligible dropout was within a relatively short distance of a recruiter.

In addition to the use of a volunteer recruiter network, the project did utilize mass communication media which included the press, radio, and television. Announcements in churches, communications through service organization, posters, and handouts were used as means to alert the general public as well as the target population. Staff members of ancillary agencies also served as sources of information. In a few instances the use of mass media resulted in eligible dropouts contacting a recruiter or some other individual who directed the dropout to one of the many volunteer or professional persons in the community who could help, but, for the most part, mass media communications served to inform the general public rather than reach, recruit, and inform the target population.

Several urban projects in their reports have questioned the effect of mass media and, at best, the efforts of the project staff found its usefulness to be quite limited. In a rural area the problem is complicated by the number of communication media that must be used in order to effectively reach all persons located in a given county. To illustrate, residents in each of the counties relied primarily on daily newspapers emanating from areas outside their county. In one county residents in the eastern end relied primarily on a daily paper from the eastern end of the peninsula while residents from the western end of the county relied on publications from the central part of the Upper Peninsula. This meant that news releases generally were written for general consumption rather than for a selected audience.

Weekly or bi-weekly newspapers reached a smaller audience, but for some areas they were the most effective means of communication. Even in using weekly publications, however, it was necessary to go outside of the county. As an example of the difficulties encountered in one county, the project had to arrange for news releases to appear in five publications in order to be assured that all areas were covered. Not only was it necessary to arrange for a news release to appear in several papers but it was also necessary to arrange for the story to appear simultaneously. Neither weekly nor daily publishers were interested in releasing old news stories.

Use of radio as a means of communication presented similar problems and the use of television was ineffective except for providing information of general interest to area viewers. Signals from the Marquette television station, which is the only television station in the Upper Peninsula, reached two of the three counties served while the third county was reached by two stations, one of which was located in Canada and the other in lower Michigan.

In summary, mass communication media directly reached few eligible candidates but did keep the general public informed about on-going activities. As a result, informed citizens who knew of dropouts contacted community volunteer committee members or staff members of ancillary agencies and, in effect, valuable service was rendered. Others not eligible for project services but who became interested in training as a result of the project's efforts to keep the public informed were assisted and referred to proper agencies. Not only did the project help those from the three counties being served but the project also reached and attempted to assist those dropouts from other counties who contacted the office.

Within a short period of time after training had begun, trainees themselves became effective recruiters. In discussing the program with friends they interested dropouts not previously contacted and they interested others that had been contacted but had not been motivated by regular recruiting efforts.

Reports from several experimental and demonstration projects have indicated that indigenous persons served more effectively as recruiters than did professionals who served in this capacity. The experience of this project did not wholly support this conclusion. Project staff members were able to communicate effectively with and were accepted by those individuals and their families who were contacted. In several instances follow up by the project staff of contacts made by recruiters of trainees who had previously indicated no interest in the project's service resulted in a change in attitude. On the basis of this limited experience the project would conclude that the character of the recruiter is the determining factor in his effectiveness. Sincerity, understanding, and enthusiasm more than one's socio-economic position in life determined the degree to which a recruiter was able to communicate with the target population. If his sincerity was not genuine, if his enthusiasm was shallow, or if he could not understand those with whom he was communicating, then little in the way of positive results could be expected.

CHAPTER V

PLACEMENT

Early efforts of the project staff to place graduates of the Experimental and Demonstration Project on jobs encountered some difficulties, especially placement in the home community where job opportunities were scarce. Tourism and tourist related activities are two of the major economic industries in the three counties being served by the project. As a result most jobs are seasonal and very few job opportunities require technical skills. Job opportunities in the urban industrial centers were considerably better but the demand for workers was not as critical as it is at this time. Limited job opportunities coupled with the fact that the project had few contacts with employers located away from the Upper Peninsula made first placement efforts rather difficult. Without budget or staff for job development purposes, the project had to rely on previous contacts made by the administration and the instructional staff of the Area Training Center. With their help and through the use of the telephone and a few interviews with representatives from industry who were recruiting trainees, first placements were made.

The success of first placements and the inauguration of a Mobility Study designed to provide financial assistance in the form of relocation loans with pre- and post-supportive assistance enabled the project to increase significantly the number of industries who were receptive to hiring E. & D. trainees. Through the Mobility Project which was conducted by the Public Service Division in cooperation with training programs and the Michigan Employment Security Commission Office, the project staff developed a very close working relationship with a number of employers who were most anxious to hire all graduates of training programs. The continued growth in the economy, the accompanying shortage of workers, and the increase in recruiting efforts by industry eventually made the project's placement efforts a mechanical operation.

During the last six months of the project's operation trainees were in an enviable position of being able to select the city to which they would relocate. Not only did the number of job opportunities make the project's role in placement an easy task, but it may have improved the trainees' relative chance for success. From an ego development standpoint, being in demand undoubtedly improved the individual's concept of self-worth--hopefully to the point where he was more able to handle any future defeats in a realistic manner.

All placement efforts and all referrals of trainees to business and industry for job placement were made only after the employer was made fully aware of the strengths and weaknesses of each trainee referred. Employers were given a brief resume of the trainee's previous social history and the project's estimation of the probability of future success. If the probability was not good, the employer was advised of this; but at the same time he was encouraged by every means to give each trainee a chance. Using this approach, employers were receptive to hiring E. & D. trainees and even when workers failed to stay with the company, they continued to willingly employ referrals made by the project.

Throughout the operation placement of trainees in the local area was quite limited. As previously indicated, industry is almost nonexistent but during the project's operation, there was a growth in a number of small welding shops in Baraga County which enabled the project to place several E. & D. trainees in their home area.

The number of job opportunities in the home community did affect the mobility of trainees as is attested by the fact that 18 of the 26 graduates from Baraga County are presently employed locally, whereas only 9 of the 51 graduates from Schoolcraft and Mackinac Counties are employed in the home community. In addition 15 of the 27 dropouts from Mackinac and Schoolcraft Counties have relocated for purposes of employment, whereas all 8 dropouts from Baraga County currently remain at home and 7 of them are employed. If jobs were available to trainees in their local communities, few trainees would have relocated.

Placement of graduates was made generally in two geographical areas-- "Greater Detroit" and the industrial complex surrounding Milwaukee. A few trainees did find jobs without the project's assistance in areas considerably distant from the project office. Presently E. & D. placement includes one placement in California, one in Texas, and one in Kentucky.

Except for two cases each graduate of the program had an opportunity to accept training related employment. The two graduates of the retail sales training program could not be placed in a training related job because bonding persons with previous criminal records was an impossibility. Of the 77 trainees who accepted employment upon graduation from the project, 65 were placed in training related jobs.

Upon completion of the training program, 57 of the 77 graduates relocated in order to find employment as did 16 of the 43 dropouts. Fifty of the 57 persons who relocated accepted jobs in training related fields, whereas 15 of the 20 who remained in the local community accepted training related jobs. As of June 30, 1966, 11 trainees who had relocated had returned to their home community but only two of these found jobs in training related occupations. Currently 9 of the 27 E. & D. graduates who are employed locally are employed in training related occupations. All graduates who accepted employment in the local community have remained there while 14 of the E. & D. graduates who relocated have moved again to another community and all have accepted training related jobs.

For the most part, trainees could be described as being stable employees. Industry today is characterized by a high rate of turnover among new employees, but over 55 per cent of the original E. & D. placements have retained positions with their first employers. Those who have changed jobs have been influenced by factors other than the job itself as is evidenced by 24 jobs changes made by graduates who have relocated a second time. Job changes were also made by five trainees employed locally, by five trainees who remained in the community to which they relocated, and by all 11 trainees who returned to their home communities. A total of 47 job changes were made, 23 of which involved acceptance of training related jobs while 24 changed to unrelated jobs.

The following represent the present location and placement of all E. & D. graduates and dropouts of the program. These results were compiled primarily from information from other trainees or from persons in the community, and only in two instances is the project unable to state, with reasonable accuracy, the present whereabouts of a trainee.

GRADUATES OF TRAINING PROGRAM

I.	Living in Home Community					24
	A.	Employed			21	
		1.	Training Related	9		
		2.	Not Training Related	12		
	B.	Unemployed			3	
II.	Relocated to New Community					51
	A.	Employed			43	
		1.	Training Related	34		
		2.	Not Training Related	9		
	B.	In the Service			5	
	C.	Recently Married Females			3	
III.	Recent Graduates' Present Employment (Unknown)					2
IV.	Total Graduates and Employment					77
	A.	Employed			64	
		1.	Training Related	43		
		2.	Not Training Related	21		
	B.	Unemployed At The Moment			3	
	C.	Recently Married - Not Employed			3	
	D.	In The Service			5	
	E.	Unknown			2	

DROPOUTS OF TRAINING PROGRAMS

I.	Living in Home Community			26
A.	Employed		18	
1.	Training Related	1		
2.	Not Training Related	17		
II.	Relocated To New Community			12
A.	Employed		8	
1.	Training Related	2		
2.	Not Training Related	6		
B.	Unemployed		1	
C.	Re-enrolled In A Training Program		3	
III.	Incarcerated			3
IV.	In Service			2

In summary all 77 graduates of training were placed on jobs upon completion of the training program and 65 of the first placements were in training related occupations. Fifty-seven of the first placements necessitated relocation and presently 50 graduates of training are relocated, but not necessarily in the community of first relocation. Sixty-nine of the graduates including those in the service are currently employed with 43 being employed in training related occupations, 3 are unemployed at the moment, 3 are females recently married and unemployed, and two are recent graduates classified as unknown because present employment status has not been determined.

The employment picture for those who terminated training prior to completion of training objectives is not as bright. Twenty-six of the 43 who dropped out of training are currently employed with 23 having jobs in nontraining related occupations, nine are unemployed, three have been incarcerated, two are in the service, and three have returned to special training programs. Most of the dropouts employed and living in their local communities are working at seasonal low-paying jobs.

One might conclude that in times of scarcity of skilled workers dropouts with a salable skill are very acceptable to industry and placement becomes a mechanical operation. Industry and business have more patience, are willing to make adjustments, and are willing to try. In the process they add to their employed roles some very capable workers but the value of the experience will, in all probability, be lost when more skilled workers with higher educational qualifications are available. The process of eliminating rather than finding the most able having a higher probability of long-term successful employment will again become policy. Under such circumstances the dropout needs someone to speak for him if employment is to become a reality.

CHAPTER VI

DEMOGRAPHIC INFORMATION ON TRAINEES

Over the 18-month training period the project enrolled 104 rural dropouts in the residential training program--Mackinac 41, Baraga 34, and Schoolcraft 29. In addition 16 Project Growth trainees from counties other than the above were transferred into the E. & D. residential training program making a total enrollment of 120.

A composite picture of trainees reveals that they ranged in age from 17 to 25 and had a median age of 19.2. The last grade in which trainees were enrolled ranged from the sixth through the twelfth grade (One trainee, a Project Growth transferee, completed the twelfth grade but was in need of supportive service and training program variation, therefore, was included as a part of the residential training program) with the median last grade attended being 9.1. The reading grade level of trainees as indicated by tests was 7.1, which is somewhat lower than the median grade level at which trainees terminated their formal education. The range in reading level varied from two non-readers to 29 who scored at the twelfth grade level or above on the Gray Oral Readining Paragraphs. Twenty-nine trainees were married and 91 were single. The median size of the trainee's immediate family was 7.8 persons per family with the family size ranging from a total of 16 to a small family unit of three. Fifty-seven of the trainees came from families who had or were recipients of direct assistance from the welfare department. Attempts to ascertain reliable family income in the year previous to the trainees' being enrolled in the project proved most difficult. Many trainees and/or their families were employed in woods work and related occupations as piece workers or worked as part-time help in seasonal jobs in tourist related occupations, and no accurate record was available which could be used to varify income earned. Ninety-two of the 120 enrolled trainees had been in conflict with established laws to the degree that at some time they had appeared in juvenile court or were more seriously involved with a higher court.

TABLE I

Age of trainees as a factor in the success or failure of trainees as determined by completion of a training program did not appear to be a negative or positive factor. The median age of graduates and those who terminated training prior to completion of their objective was 19 years of age as was the median age of all trainees. The county of residence did appear to have some significance but uncontrolled variables undoubtedly contributed to the significance of county of residence. The overall completion of vocational training goals by trainees was 64 per cent whereas the completion rate of trainees by counties was as follows: Baraga County 76 per cent; Mackinac County 68 per cent; Schoolcraft County 48 per cent; and Project Growth 44 per cent.

COUNTIES OF RESIDENCE AND AGE OF GRADUATES AND DROPOUTS FROM BARAGA, SCHOOLCRAFT, AND MACKINAC COUNTIES AND PROJECT GROWTH TRANSFEREES

County of Residence

Age	Schoolcraft		Mackinac		Baraga		Project Growth		Graduates	Dropouts	Total
	Drop-outs	Graduates	Drop-outs	Graduates	Drop-outs	Graduates	Drop-outs	Graduates			
17	3		4	9	2	8	1	2	19	10	29
18	2	2	3	7	1	3	5	5	17	11	28
19		5	1	3		4	1		12	2	14
20	4	1	2	2		2		2	7	6	13
21	1	2	2	4	2	2			8	5	13
22	1	2	1	1	1	2			5	3	8
23	1			1		4			5	1	6
24	1			1	1	1			2	2	4
25	2	2			1				2	3	5
Total	15	14	13	28	8	26	7	9	77	43	120
Per Cent Completion		48		68		76		44	64		

TABLE II

The median last grade attended by trainees was approximately the same for each of the counties represented in the program as was the median last grade attended for graduates and dropouts of the program. The highest rate of terminations from the program occurred among trainees from Schoolcraft County who generally had remained in secondary education longer and overall were better readers.

COUNTIES OF RESIDENCE AND LAST YEAR OF SCHOOL ATTENDED BY GRADUATES AND DROPOUTS FROM BARAGA, SCHOOLCRAFT, AND MACKINAC COUNTIES AND PROJECT GROWTH TRANSFEREES

County of Residence

Grade Dropped Out	Schoolcraft		Mackinac		Baraga		Project Growth		Graduates	Dropouts	Total
	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates			
5					1						1
6				3		2		1	6		6
7			4	2	2	2	1		4	7	11
8	6	9	3	8	4	7	3	2	26	16	42
9	3	1	3	6		7	2	1	5	8	23
10	4	1	3	9	1	5		1	16	8	24
11	2	3				3	1	3	9	3	12
12								1	1		1
Total	15	14	13	28	8	26	7	9	77	42	120

*Included in the total enrollment was one high school graduate, a transfer from Project Growth

TABLE III

Reading ability seemed to have an adverse effect on successful completion of training. The median reading grade level of dropouts was 8. 3 while graduates of training were reading at almost two grade levels below that level with the median grade level being 6. 6. The median reading level for all trainees was 7. 1.

The pattern of success by the poor readers was consistent with trainees from all three counties, but was not true for the 16 trainees transferred from Project Growth. One might assume that those in need of help, as indicated by poor reading skills, were more personally satisfied with the services rendered, whereas the project may have been limited in the degree of personal assistance that could be provided trainees with social psychological problems.

COUNTIES OF RESIDENCE AND READING LEVEL OF GRADUATES AND DROPOUTS FROM BARAGA, SCHOOLCRAFT, AND MACKINAC COUNTIES AND PROJECT GROWTH TRANSFEREES

County of Residence

Reading level at enrollment	Schoolcraft		Mackinac		Baraga		Project Growth		Graduates	Dropouts	Total
	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates	Drop-outs	Gradu-ates			
.0- .9		1			1				1	1	2
1.0- 1.9	3	1		2	1	2	3	3	8	7	15
2.0- 2.9	1	1	2	1		2			4	3	7
3.0- 3.9				1	1	1		1	3	1	4
4.0- 4.9	1			3	1	3	1		6	3	9
5.0- 5.9		1		1		1			3		3
6.0- 6.9		2	2	7	1	4	2	1	14	5	19
7.0- 7.9			1	2		4			6	1	7
8.0- 8.9	2	3		1	1	2		2	8	3	11
9.0- 9.9	1			1		1	1		2	2	4
10.0-10.9	2		2							4	4
11.0-11.9	1	3	1	1					4	2	6
12.0-12.9	4	2	5	3	2	6		2	18	11	29
Total	15	14	13	23	8	26	7	9	77	43	120

TABLES IV, V, and VI

Tables IV, V, and VI show the relationship between the last school grade attended, reading level at the time of enrollment in the residential training program, age at the time of enrollment, and successful completion of training by specific training programs. Examination of these variables suggests that age, grade of dropping out of school, and reading levels were not factors in the ultimate success of trainees in specific training programs. This held true in spite of the fact that under normal circumstances some programs had higher pre-entrance requirements from a reading and aptitude standpoint. Other less tangible factors involving personality, social adjustment, motivation, family relationships, and community support were important factors in the success of individual trainees.

LAST GRADE ATTENDED AS A FACTOR IN THE SUCCESSFUL COMPLETION OF SPECIFIC VOCATIONAL TRAINING PROGRAMS

Grade Dropped Out of School	Auto Body		Auto Mechanics		Custodian		Food Service		Machine Tool		Nurses Aid		Refrigeration		Sales		Secretary		Welding	
	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G
4																				
5																			1	
6		1										1								4
7			3						2	2		1							2	1
8	1	2	3	6		1		1	3	4	1					1			7	12
9	1	1	1	1			2	1	3	3		1							1	7
10			3	2		1	1	1	1	1		1		1		1	1	1	2	8
11			1				1		1	1		1								5
12									1									2		
Total	2	4	11	9		2	4	3	11	11	1	5		1		2	1	3	13	37

D = Dropout G = Graduate

READING LEVEL AS A FACTOR IN THE SUCCESSFUL COMPLETION SPECIFIC VOCATIONAL TRAINING PROGRAM

Reading Level	Auto Body		Auto Mechanics		Custodian		Food Service		Machine Tool		Nurses Aid		Refrigeration		Sales		Secretary		Welding	
	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G
0- .9				1															1	1
1.0- 1.9	1	2	1	1		1			3	1									2	2
2.0- 2.9			1	1															1	3
3.0- 3.9			1							1	1									2
4.0- 4.9		1	1	2					1	1									1	2
5.0- 5.9						1						1								1
6.0- 6.9			2	2					1	1		1							2	10
7.0- 7.9			1	1						2		1								2
8.0- 8.9		1	1							1		2				1			2	3
9.0- 9.9								2	1										1	
10.0-10.9			1				2										1			
11.0-11.9			1	1			1			1								1		1
12.0-12.9	1		1				1	1	5	8				1		1		2	3	10
Total	2	4	11	9		2	4	3	11	11	1	5		1		2	1	3	13	37

D = Dropouts G = Graduates

AGE AS A FACTOR IN THE SUCCESSFUL COMPLETION OF SPECIFIC VOCATIONAL TRAINING PROGRAMS

	Auto Body		Auto Mechanics		Custodian		Food Service		Machine Tool		Nurses Aid		Refrigeration		Sales		Secretary		Welding	
Age	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G	D	G
17	1		3	2			2	1	2	2	1	1							2	12
18	1	2	1				1	1	4	3		1							4	10
19		1		1					1	2		1						2	1	5
20		1	1	1		2	1		2					1					1	3
21			2	3					1	2		1				1		1	2	
22			1	1													1		1	4
23								1		1		1							1	2
24			1							1									1	1
25			2	1					1							1				
Total	2	4	11	9		2	4	3	11	11	1	5		1		2	1	3	13	37

CHAPTER VII

CASE STUDIES OF TRAINEES ENROLLED IN THE RESIDENCE TRAINING PROGRAM

Throughout the operation of the project every effort was made to individualize the training program in an attempt to meet the needs of each trainee enrolled. Fitting trainees into on-going MDTA programs, while providing a basic education program and attempting to resolve personal and social problems, was not an easy task nor was the end result as individualized a program as was desired. The approach did not lend itself to gathering of data on techniques used; consequently, the following case studies have been selected in an attempt to present various factors in the program design, program operation, and in the socio-economic life of the trainee that may have been instrumental in the failure or in the successful completion of training and success on the job.

SELECTED CASE STUDIES OF TRAINEES WHO COMPLETED THE TRAINING PROGRAM

The first series of four case studies are on trainees who completed training successfully. They represent as nearly as possible a sample of the type of problems trainees brought to the program, the adjustments they made, the effect their home community or county may have had on their success, and the various degrees of success each had on the job.

Trainee Y

Trainee Y, the youngest of six children in a family who has experienced extreme deprivation, entered the residential training program in November of 1964. The family home, a small two-room tar paper shack, is located six miles from the nearest community, a small village of approximately 300 people. The father, aged 67, a retired pulp cutter, was never able to earn sufficient money to provide more than the bare necessities of life for his family.

While both parents are dropouts, they were anxious to see their youngest son complete the program. In the past they did try, in their own way, to motivate all of their children to complete a minimum of a high school education but all members of the family, except one, dropped out of school. The circumstances were such that any other end result would have defied the laws of probability.

Trainee Y dropped out of school in the eighth grade. Poor grades and absenteeism were given as reasons for dropping out of school, but other factors which contributed to absenteeism and poor grades were the real causes. Trainee Y, while in the program, did, at times, show signs of above average intelligence.

Prior to entering into the residential training program, Trainee Y found himself in conflict with the law on several occasions and at the time of his entry into the program, he was on probation for breaking and entering during the nighttime. While in the program, Trainee Y was involved in a fight with several youths in a neighboring community, and for disturbing the peace, he received a five-day jail sentence. On another occasion Trainee Y was involved in another fight involving several individuals for which he was charged with assault and battery. In addition Trainee Y was involved in a circumstantial situation involving a minor female. This difficulty was resolved with the approval of parents without coming before legal authorities. In these and in many other disturbing situations in which he was involved, Trainee Y seemed to drift into conflict. While he never appeared to be the instigator, he was easily misdirected and did not seem capable of making decisions involving his own welfare.

Community support of Trainee Y's efforts was evident in several forms. His being enrolled was the direct result of a local school superintendent's interest in dropouts. The superintendent personally contacted, recruited, motivated, and delivered to the screening site Trainee Y and three other candidates. The local judge who became personally interested in the program was instrumental in Trainee Y's receiving a suspended sentence for his assault and battery charge. Several local community members and community volunteer committee members from the "Greater Community" encouraged him and supported his efforts.

On occasions while in training, Trainee Y gave every indication of superior ability; but in vocational training, as in other activities of the project, he provided few reasons to conclude that there was anything but a marginal probability of success on the job.

Placement upon completion of training was made in an adjoining state in a middle-sized community on a job paying less than was possible in a larger community. The rationale for this placement was that the probability of continued conflict with the law would be less there than in a large urban community. The employer, who was advised to contact the project office if there were any problems, found it necessary to call on several occasions. Trainee Y, who had no means of transportation and no alarm clock, had difficulty in getting to the job site and was late and absent too often. He did, however, do a very acceptable job when at the work site. On one occasion he absented himself for a period of a week while traveling home to visit his father who was seriously ill. The purpose of his visit was understandable, but he failed to inform the employer.

On each occasion communications with the employer and with Trainee Y, via telephone, helped resolve the immediate problem and utlimately an understanding relationship developed.

At this time it would appear that Trainee Y has made an adjustment to his job and to the community. Shortly after his arrival, he made the acquaintance of a young lady who recently became his wife. At the E. & D. Reunion which occurred near the termination of the project, he returned to the university with his bride, a recent model used car, and an air of confidence.

What were the factors that changed Trainee Y's life pattern? When he left the program, the probability of success was small, yet he has become one of the most successful graduates. Many factors undoubtedly contributed to his success but failure was a probability. The concept of not giving up on an individual paid off in a top dividend. Parental concern, community support, understanding and supportive efforts by ancillary staff undoubtedly accounted for his being able to complete the training program.

Trainee BE

Trainee BE, a tenth grade dropout from a community a short distance from Marquette, was enrolled in June, 1965, in Project Growth, a supplement to the Experimental and Demonstration Project. Upon completion of Project Growth, Trainee BE requested and was enrolled into auto mechanics training as a part of the Experimental and Demonstration Project. Difficulty with the training program, social problems, and other associated difficulties led to his transfer to the welding training program where most of his friends were in training. In spite of many periods of frustration, Trainee BE did complete training and was placed on a job in lower Michigan. Living in an urban community while working overtime, six days a week was not Trainee BE's concept of the "great life" and he returned to his home community. Shortly thereafter he enlisted and is now serving in the United States Army.

Trainee BE is the fourth child in a family of ten. His father is disabled; his mother is unemployed; and the family lives on social welfare. Limited reading skills and the problems associated with poverty were factors in his dropping out of school.

Shortly after his enrollment in Project Growth, Trainee BE was confronted with and pleaded guilty to removal of railroad property but was placed on probation because of his being in a special program designed to rehabilitate disadvantaged youth. His previous history was full of misdemeanors which seemed to grow naturally out of the activities of his friends.

He, like many other trainees, demanded considerable attention which was not to be denied. Overall, his behavior outside of periods of absenteeism, some excused and others not, was average for the trainee group. Impending graduation in his case proved quite traumatic but he survived and probably could have succeeded on the job. His decision to join the service, however, may have been a wise one. A chance to mature in a regimented setting may provide him with the control he seemed to need so badly.

Trainee BE, as was true of all Project Growth enrollees who were retained in the Experimental and Demonstration Project, did not have a community organization in support of their effort. The dropout rate for Project Growth was higher than the dropout rate for regular E. & D. trainees, even though the project and ancillary support were equally provided. The value of community support may have much more significance than has been attributed to it.

Trainee BA

Trainee BA, a resident of the county with the lowest percentage of successful completion of training, was one of the project's most noteworthy successes. His previous social history, his age, and a few incidents which occurred early in his tenure in the project were all negative as far as predicting probable success was concerned.

Inability to read, in all probability, was the major factor in Trainee BA's dropping out of school in the eighth grade at the age of 16. His first job as a farm hand did not last long and up to the point of his being enrolled in the project, he worked seasonally when possible, cutting pulp and working in lumbering and related occupations.

First contact with Trainee BA revealed a desire to learn how to read and an interest in auto mechanics. His inability to read created many doubts as to the wisdom of his vocational choice, but Trainee BA persisted and was given the chance. Achievement was not easy, but upon completion of training Trainee BA was reading at the fourth grade level and he had a basic understanding of auto mechanics.

Trainee BA, the second oldest child in a family of ten, lived as a child in the poor section of a small community. His early history was similar to that of most children, but as a youth his difficulties began. As a golden glove fighter for five years, three years of which he was Upper Peninsula champ in his class, Trainee BA had experienced a degree of success, but after being KO'd in Green Bay, he retired from the formal fight game and entered the realm of barroom fighting. In a short period of time his driver's license was revoked for drunk driving and he was placed on probation for breaking and entering during the nighttime.

His behavior while in the program was not exemplary but it was most acceptable. A relationship with a female led to family problems which he resolved with the help of his counselor. On a few occasions he partied too much, but overall he encouraged and participated in trainee recreational activities; he was a controlling influence on several behavioral problems; and he promoted a more serious environment. As a result of his leadership and the respect he earned, the trainees elected him president of the E. & D. wing of Carey Hall. His term as president was marked by mature leadership.

In all of his efforts Trainee BA received much support from community leaders and from ancillary agencies. The Department of Vocational Rehabilitation provided for a complete medical exam for a chronic condition. This examination revealed a liver condition which probably resulted from his drinking habits. The possible seriousness of the condition and the counseling assistance provided by many individuals helped Trainee BA reduce considerably his consumption. In addition, with the department's help all of Trainee BA's teeth were removed and replaced with dentures. This changed his appearance dramatically and made him less self-conscious. His family, his wife, and his friends encouraged his every effort as did various staff members.

Upon completion of training, Trainee BA was placed on a job and given a financial grant which enabled him to relocate his family to south central Michigan. Within two months Trainee BA's leadership qualities were apparent and he was made foreman over a crew of five responsible for maintenance and keeping operational a fleet of 22 vehicles.

In Trainee BA's case community and agency support, an accepting and understanding project staff and training instructors, and some personal motivation enabled him to overcome a previous drinking problem and a severe reading disability. No one would have predicted the degree of success Trainee BA has obtained, but the probability of some success was evident from the beginning.

Trainee JJ

Trainee JJ one of the 24 trainees with Indian ancestry presented the project with one of its most contradictory cases. Trainee JJ was recruited from the county with the highest precentage of successful completions, but his activities were the opposite of those usually characteristic of persons who succeed. On many occasions, over his tenure of training, Trainee JJ stretched all limits of understanding and willingness to try.

Trainee JJ made his original request for training at the local Michigan Employment Security Office and was informed about the Experimental and Demonstration Project. He failed to return to the office for a scheduled meeting but was located by the county counselor-coordinator in a tavern. Arrangements for testing and a medical examination were made but Trainee JJ disappeared for a period of six months before finally being located in the back woods where he was living alone in a one-room shack.

Prior to his enrollment, Trainee JJ spent two years in one of the state's mental institutions where attempts were made to help him with his behavioral problems which stemmed largely from drinking. While institutionalized he left the premise on several occasions and while away was involved in several instances of conflicts with established laws.

For many years Trainee JJ has been a loner. His stepmother and two children, by former marriage, live together while Trainee JJ's father is confined in prison. One of his brothers is currently confined in a boys' vocational school for delinquent youth and his other brother is working in lower Michigan. Trainee JJ's only source of affection has come from a 75-year-old grandmother.

In spite of a rather limited environment and the fact that he dropped out in the eleventh grade, Trainee JJ scored above the twelfth grade level on the Gray Oral Reading Paragraphs. Shortly after being in the program, he took the General Education Development Test and passed it with a high score.

His progress in vocational training was exceptionally good except for periodic encounters with the demon rum. While somewhat lazy he was able to master most of the technical phases of training without any apparent effort. He found trainee living in the university's residence hall a pleasant experience and, like many other trainees, when confronted with leaving the program, fear of the outside world and being employed resulted in conduct which easily could have been interpreted as an "I don't care" attitude. The project staff, on these occasions, spent many hours working with trainees and the fact most entered employment in a frame of mind that enabled them to succeed attest to the value of this type of service.

Except when he was drinking, Trainee JJ's behavior in the residence hall and while in training was most acceptable. On those occasions when he had something to drink, he was defiant and belligerent to the point that confinement appeared to be the only reasonable solution. With the help of the Department of Probation and Parole more permanent confinement was avoided and although Trainee JJ was temporarily suspended from living on campus because of another violation, he did complete training.

The first placement of Trainee JJ was to be with a manufacturing concern operating in an adjoining state. After graduation he spent several days visiting friends and then he hitchhiked to the community where he was to be employed. Just outside this community, however, he was picked up by the police and charged with vagrancy. Feeling bitter, he never attempted to contact the employer but instead worked his way across the country. The project's first awareness of his adventures was in the form of a collect call requesting that his last MDTA check be sent to a mission located in California. The next call was from a mission in Oregon and later from hotels in Montana and Wisconsin. Finally he returned to the project's office where again a placement was arranged. Money for relocation was provided by welfare and he worked until a temporary layoff occurred. Trainee JJ again returned to the Upper Peninsula where he has been employed sporadically in woods work until very recently when the project received word that he was employed by a traveling circus as a handyman.

While Trainee JJ completed his training program objective, his success on the job has been most limited. His previous experience made him socially insecure and while in the project he was continually testing the staff's sincerity. Away from the staff and the project's environment there was limited acceptability and much more conflict. His ability to learn and perform had not increased his concept of self-worth and escape by alcohol only increased his problems. There was much support for Trainee JJ in his efforts to complete training from ancillary agencies, instructors, and project staff members; but not having family and meaningful community support may well have made Trainee JJ feel that nobody really cared.

CASE STUDIES OF DROPOUTS

Attempting to categorize the circumstances and the factors involved in the termination of trainees from training programs prior to completion of their training objectives was a near impossibility. In some instances failure to provide the type of training desired was a factor; for some an adjustment to a new way of life was too difficult, and their actions necessitated the project's terminating them from training; for some the first few weeks of living on a university campus was too threatening and termination occurred too early for the project staff to have a chance to work with the problem; for a few the experience was only a lark and termination also occurred early; and for a few termination appeared in clusters and seemed to be initiated by a specific individual.

Since being terminated from the project three former trainees have returned to other training programs and several are succeeding in the world of work beyond all exceptions. For those with limited skills, however, the future is not bright and should the critical demand for workers decline they would, in all probability, be affected. The experience of being a part of a training program on a university's campus may, however, have had an influence on the life of each person enrolled beyond our expectations or beyond the degree to which any rightful claim can be made.

Trainee V

Trainee V, a 20-year-old ninth grade dropout from a family of six, entered the residential training program in November, 1964. While both of his parents were dropouts, four of the six children completed a high school education and both parents were especially anxious for Trainee V to complete training in a satisfactory manner. His attitude towards training in the beginning was reflected in a comment overheard during the first week of orientation, "For me this is my last chance; if I fail, there will be no other." Within two weeks these remarks appeared to have no significance.

In a few days Trainee V had established a close relationship with several females and began missing training. His counselor-coordinator made every effort to inform Trainee V of the consequences of his actions, but to no avail. His drinking increased, his absences away from campus became longer, and his work, when in training, deteriorated. Given the opportunity to conform or to be terminated, Trainee V chose not to continue in the program. He was aware of his need for training, his desire to have a salable skill, but he also realized he did not have the motivation necessary to give up some of his immediate pleasures. After his departure the staff learned of his previous institutionalization where an attempt was made to help him conquer his problem with alcohol.

Upon termination from training, Trainee V returned to his home in a community of approximately 150 people located some 15 miles from the center of population in that county. He was able to find part-time employment in a gas station and within a few weeks he had returned to his previous pattern of drinking and carousing. On several occasions he returned to Marquette to visit his female companions and on each occasion, he visited the project. In Trainee V's case there seemed to be little probability for future adjustment, but for some unknown reason, a change did take place. He obtained employment in a body shop as an unskilled worker. The employer, and foreman, a former Experimental and Demonstration Project on-the-job training subcontractor, provided Trainee V with another opportunity which, up to this point, he has not failed. There now appears to be considerable supportive evidence that he will continue in this work area and with the help of his employer he can learn a salable skill.

While the project staff might well have considered their efforts a total failure, Trainee V's case has given support to the concept that the success of the endeavor cannot be measured only in terms of successful completion of training. His success on the job has been more notable than has that of a few graduates of the program.

Trainee MV

Trainee MV, a 17-year-old ninth grade dropout, and her friend Trainee SM, another 17-year-old ninth grade dropout, were the only two female dropouts the project was able to recruit from among the many dropouts on the Island. Like most of the inhabitants they found leaving the Island an unpleasant experience and for the young people going to school on the mainland was not rewarding enough to overcome the problems of living away from home; consequently, the majority terminated at the age of 16 or at the time it was necessary for them to attend school on the mainland.

The community from which these girls and other trainees from the Island are from is located a mile inland from the affluence of a resort community which attracts people from around the world. Most of the Island's visitors never see or are aware of the poverty that exists in this "sea of plenty." Life for the inhabitants, who are mainly Indian, is very simple. Most of them find employment during the summer months from June to September, but the remaining months of the year are spent collecting unemployment and living on welfare.

The one tavern on the Island that remains open during the off-season is the community's gathering place, and recreational activities revolve around drinking. Late hours and sleeping until noon is the rule rather than the exception.

From April to early December, travel to the mainland is possible by a ferry which runs regularly during the height of the tourist season and three times a day during the off season until ice formations make travel impossible. During the winter months the mainland is accessible only by air or by crossing the treacherous ice that covers the five mile stretch to the mainland. Isolated and detached from outside social influences and little aware of the world around them, the inhabitants have developed an easily understood philosophy, "Once an islander, always an islander."

Both young ladies were of Indian ancestry. They could be characterized as being average to above average in intelligence, extremely shy, and very attractive. Both entered the program with hopes of being enrolled in cosmetology training, but unfortunately all efforts of the project staff to arrange for such training were unsuccessful. As an alternative both girls selected sales training but found it uninteresting and were placed in food service training.

Life on a university's campus, which initially created many fears and required many adjustments, apparently was a pleasant experience for both girls and was probably one of the major reasons they did not terminate sooner. The training program, however, was not what the girls desired and this was reflected in the number of absences from training.

Everything the two girls did made it appear as though they were Siamese twins. Trainee SM was confined to the clinic on three occasions for pains in the abdomen but in no instance was there a psychological consultation. She exhibited psychosomatic symptons which were only relieved upon termination and her return to the Island. As was anticipated, Trainee MV accompanied her at this time.

For a short period of time after their return home, both girls were employed and in the fall of the following year the project staff received word that they had enrolled in a special Experimental and Demonstration Project for Indians being conducted in Mt. Pleasant, Michigan. In this case the training institution was able to offer exceptionally good work. It is apparent that for them the Experimental and Demonstration Project's inability to provide a vocational training program which was to their liking was the major factor in their terminating prior to completing training. The experience of living away from home, however, was important in their being able to consider the possibility of another training program even though it involved living away from home.

These two young ladies failed to complete the program in spite of having some very positive factors in their favor. Both families gave some support to their being in the training program; the leadership on the Island was very much in support of their efforts, and the community volunteer committee made available funds for purchase of basic clothing items. Their reading ability was not a handicap for success; they were accepted by the community volunteer committee, and they were residents of a county which had a very high percentage of successful completions.

Trainee BL

Trainee BL is a 20-year-old male, eleventh grade dropout. As is the case of most of our married trainees, his marriage has been unstable. For the past year he has been separated from his wife, and he is in the process of getting a divorce.

Trainee BL's parents, primarily the mother, have been over-protective and over the many years have assumed responsibility for all of his actions. On many occasions the parents have interceded in his behalf with the end result being that he has had few opportunities to develop independence. This protective pattern may reflect the fact that Trainee BL is an adopted child and in addition is an only child.

As a juvenile, Trainee BL was involved in a series of offenses which resulted in a recommendation being made to the probate court that he be committed to one of the state detention homes. At the time, however, his mother was ill and it was felt that such a separation would be detrimental to her health. As a substitute course of action, he was placed in custody of a paternal uncle who lived some distance away in lower Michigan. The new environment produced no change and after several behavioral incidents, the uncle requested that he be returned to his parents. This action was taken and he was placed on probation.

From 1957 to 1962, Trainee BL was arrested six times by the Michigan State Police for being a minor in possession of alcoholic beverages. The number of arrests made by other law officers is unknown. In addition, Trainee BL, a golden gloves fighter, did not limit his activities to the ring. His aggressive behavior resulted in many fights and on one occasion he pulled a knife and drew blood on a fellow classmate. His conduct and his profane language resulted in his education being terminated.

As a trainee in auto mechanics Trainee BL's behavior and his attendance in class was near average and had he completed training, he would, in all probability, have been a competent mechanic. His behavior, while in the program, much to the surprise to all who knew him, was acceptable. Trainee BL's only difficulties revolved around alcohol and his return trips to his home community. On one occasion, he was involved in several fights, one of which ended in his being knived in the head and in the arms. This incident nearly ended his life. Recovery, however, was swift and he returned to the program. As a transfer to a regular MDTA program, he had been living off campus, but upon his return, he was housed in the university's residence hall.

Trainee BL's reading ability and his General Aptitude Test Battery score suggested untapped ability. At times he expressed interest in college, especially in the field of social work or in conservation, but he was also aware of his problems with alcohol and the probability of its interferring with any long-ranged goals he might establish.

After 32 weeks in the program Trainee BL disappeared. Previous to his leaving he had discussed the possibility of joining the Navy, but the staff encouraged his completion of training. Apparently a decision of the moment resulted in his going to Milwaukee where he found enlistment quotas filled. Rather than return, he found a job in a training-related field and has worked continually up to the present time.

Perhaps more could have been done for Trainee BL, but the project staff feels that an understanding relationship had developed. Intellectually, he understood his problems and knew what he wanted. He was sincere in his efforts to help himself but a life of dependence and insecurity is not resolved in a short ranged program. The project staff can only hope that an operational base has been provided upon which future decisions can be made.

Trainee WS

Trainee WS, a 24-year-old ninth grade dropout, entered the residential training program in October of 1965. Prior to his enrolling, he had a variety of job experiences, none of which lasted very long or had any future promise of longevity. His life pattern reflected insecurity and rejection which were resolved by means of alcohol. His physical appearance was seedy and marked by a heavy beard, decayed teeth, and a habit of wearing two or three shirts in order to keep warm. While his clothing gave every indication of poverty, the furnishing in his home reflected middle income status and extreme indebtedness. His overall actions and appearance reflected laziness, indifference, and all of the adjectives commonly used to describe the disadvantaged.

Several years after dropping out of school, Trainee WS married a divorcee who had three children by a previous marriage and this marriage has produced one child. The only evidence of any concern by Trainee WS was in regard to his wife. He was overly concerned about what she was doing while he was in training and on occasions he would leave training supposedly to check on her.

Counseling with Trainee WS did not produce any indication of rejection, acceptance, or any other form of reaction. His conversation was usually limited to brief sentence replies, or yes and no answers reflecting very appropriate middle class values. He seemed to know that training was an absolute necessity, that the frequent use of alcohol was in direct conflict with his goals, and that his personal health habits needed changing; but every effort to bring about these changes was, at least at this time, too great. While in the program Trainee WS made no observable adjustments or made no observable efforts to learn. He was absent from class a great deal and these absenteeisms, on several occasions, extended over several days.

His return to training after an extended absence usually was followed by a request for his check--having a few dollars in his pocket was most important to him. Because of his spending habits, the counselor usually kept a major portion of his head-of-household allowance and sent it to his wife. As long as Trainee WS had money in his pocket, this did not bother him.

The project staff made every effort to help but with little success. He was continued in the program for a total of 22 weeks even though there were many occasions when he should have been terminated. Over this rather lengthy period of time there was little skill development. Absenteeism, indifference, and a passive unwillingness to try made progress almost impossible.

While in the program Trainee WS and his family received special attention and assistance from several ancillary agencies. The Department of Vocational Rehabilitation had agreed to cover the cost of dental repair, but Trainee WS missed appointments and dental work had only begun at the time of his departure. His wife and his father, who is blind, were especially interested in and supportive of his efforts as were other individuals in the community, but nothing seemed to reach Trainee WS.

The probability of successful completion and success on the job for Trainee WS based upon characteristics which were project indicators of success was more favorable than was the probability for many other trainees. He was from the county with the highest percent of successful completions and he was enrolled in welding training, one of the more successful training programs. All of these factors tended to be associated with persons who completed training, but in Trainee WS's case, he even defied the project's determined probability of success and he was terminated without good cause. In the judgment of the project staff, there was no probability of future success.

On his return to the community, Trainee WS obtained a job in a training-related occupation in his local community. While the job required little in the way of technical skills, his work habits did indicate that there was a complete reversal of form. Recent efforts on the part of Trainee WS's employer, community members, and Trainee WS himself have been directed towards re-entry into a training program.

What effect did the project have in creating a change in his attitude is undeterminable. It is important, however, to future endeavors to realize that in working with the disadvantaged, one cannot assume anything--the effects of action taken or service rendered may not be evident for many years and in fact may be totally irrelevent. Each case is a little different and if circumstances are right, one can proudly proclaim the merits of his efforts or the program.

Trainee HH

Trainee HH, an attractive single female ninth grade dropout, entered the program in the last part of April, 1965, two days after her seventeenth birthday. Her appearance as compared with other girls in the program was above average, although she felt inadequate when in the company of others. She was extremely self-conscious and felt that people were continually looking at her and talking about her. During her relatively short stay in the program, she did not eat meals in the university's dining hall facilities. It was necessary that her meals be brought to her by her roommates.

Trainee HH is part Indian although her appearance lacks the facial features characteristic of individuals with Indian ancestry. Her mother has a dark completion and dark brown eyes. While Trainee HH is blond and light featured, the family physician stated that the children teased Trainee HH about being an Indian.

Trainee HH's parents are divorced. The father deserted the mother for another woman early in Trainee HH's life and no longer resides in the state. The mother, an overbearing person, works occasionally and is a direct recipient of welfare. Her attitude towards the world around her is characterized by the sign that hangs on the porch: "If you did'nt call or weren't invited, please leave."

School for Trainee HH was a most unpleasant and threatening experience although she did earn average grades. At the age of 16 when compulsory attendance was no longer necessary, she terminated her education. While in school she did enjoy art and reading and she continued to spend much time painting and reading books. Her counselor attempted to break down her protective shell by working through these interests, but even this approach was only partially successful.

In an attempt to provide Trainee HH with competent psychological help, arrangements were made for counseling services from the university counseling center. After visiting the university's psychologist, Trainee HH was referred, on the psychologist's recommendation, to the Adult Mental Health Clinic from whom the project received a recommendation that Trainee HH be terminated from the program and be committed to an institution capable of providing intense psychological help. Knowing that there was little likelihood that such a commitment could be or would be made, the project was somewhat reluctant to terminate her. It was agreed that Trainee HH needed help beyond the project's ability to provide, even though arrangements for out-patient psychological treatment had been made. The fact that she had been in the program for six weeks gave some indication that in spite of her many fears the project was meeting some needs and that she was making some progress.

The decision to terminate was never made by the project director. The mother called Trainee HH one evening and informed her that she would be taking her out of the program. On this occasion the project director discussed Trainee HH's needs with the mother but received only a negative response. As the mother indicated, the project had failed; therefore, sending her to a "nut house" was out of the question.

Most recent follow up of Trainee HH found her at home--her life hidden behind the trees which surround the house. Efforts to provide help by the family physician, the Department of Social Services, the community volunteer committee members, and the project staff have been rejected. For Trainee HH there is no future and with each passing month the probability of her being able to enter the main stream of American life is reduced. Had she remained in the program, the probability of adjustment would not have been great but at least she would have been involved with people who cared and an effort would have been made to help her help herself.

Prior to being enrolled in the residential training program, Trainee HH had expressed an interest in Licensed Practical Nursing training. Her score on the screening exam was the highest of those tested. In the few weeks prior to the beginning of LPN training, Trainee HH was scheduled in the nurses aide program in an attempt to familiarize her with hospital routine and the nature of the job. The experience proved unpleasant and, upon request, she was placed in the secretarial course where, in spite of every effort by the instructors and the project staff, she failed to develop any confidence in herself. Her work was satisfactory and the other trainees in the class did everything they could to make her feel welcome and a part of the group, but to no avail.

In attempting to evaluate what was accomplished and what might have been attempted, one fact is clear. In cases such as Trainee HH's, a sincere desire to assist people and the ability to communicate with them is necessary to begin a program of rehabilitation. Without supportive professional help and without the cooperation of all parties concerned, the project, or any other agency, is limited in the type of individuals that it can help. In this instance parental support was lacking and the service of psychiatric help was limited. On the other hand, support from ancillary agencies, the community, and the instructional staff went beyond expectations.

CASE STUDIES OF AVERAGE TRAINEES

The following case studies represent those individuals who were enrolled, who did graduate, but who are not outstanding successes in the world of work, or whose success cannot be attributed to the project's total effort for they would have, in all probability, succeeded had they been able to enter a regular program designed to meet individual needs.

Trainee WR

The first contact made with Trainee WR, a 19-year-old tenth grade dropout, was in the county jail where he was serving a sentence resulting from a violation of probation. Plans were made to enroll him in the residential training program upon his release, but three days prior to being released, he walked away. This violation took him before the circuit court judge who sentenced him to serve from three to ten years. The sentence was suspended pending Trainee WR's ability to live within the restrictions of his probation.

After a series of incidents he was confined in one of the state's correctional institutions where vocational training is offered. While in the project he also spent 12 days in jail as a result of being apprehended as a minor in possession of alcoholic beverages and their driving away from the scene of an accident.

Many of Trainee WR's problems probably stem from his early relationship with and between his mother and father. Trainee WR has not seen his father for 11 years. He is the third oldest child in the family of six children consisting of two brothers and three sisters. His father left home when he was a young man and his mother partially supported the family from income earned as a waitress. In addition, she receives supplementary aid from the Welfare Department. In recent years the father has remarried and lives in another state. His mother has also remarried but Trainee WR's relationship with his stepfather is extremely poor.

As a replacement for a father figure Trainee WR has shown admiration for one of his brothers-in-law. This individual has many adjustment problems of his own and has threatened to take Trainee WR's sister's life. The possibility of this occurring has not actually changed Trainee WR's respect for the man. Throughout his life he has seldom had a responsible adult model to follow. To him a person is acceptable if he can drink, fight, and has been in difficulty with the law. In an interview he expressed some pride in the fact that his father had spent five years in prison. The adult figures in his life have all been in conflict with society.

Trainee WR previously found very few socially acceptable ways of behavior, but earned a position as a starting end on the E. & D. intramural football team. In this activity he put forth much effort and was recognized for his talent and his effort. Unfortunately, the football season is of short duration and there was not a similar activity in which he could participate and excel. Trainee WR was very much in need of this type of recognition.

Trainee WR's hostile and aggressive behavior prevented his establishing close relationships with trainees but near the completion of the program a slight change in his attitude was beginning to show. Like a few other graduates of the program, his feeling of insecurity, his inadequacy, and his impossible behavior suggests continued problems in his relationship with people; but like other graduates, he seems to be making the necessary adjustments. His interest in a young lady in the community has resulted in his not accepting employment in a training-related field away from the area. As a consequence he has accepted several temporary jobs where he has proven to be a hard worker.

Trainee WR did not survive the program without a serious conflict of rules. For violation of probation he received a jail sentence of 42 days. The sentence was worked out in close concert with the Department of Probation and Parole. It was agreed that Trainee WR should serve the sentence but not be terminated from the project. The length of the sentence was shortened so that Trainee WR would have time to complete training before the project was terminated.

Throughout the program Trainee WR provided few indications that he could or would succeed. The violations were many and continual, yet the staff maintained the viewpoint that he would succeed, and their faith has been justified. Under normal circumstances, even in a special project such as this, one could easily have given up, but fortunately such action did not occur. How many Trainee WR's are there and to what length can any program condone such behavior? If the objective is the rehabilitation of the individual, there is no end to the attempt to try unless the conduct hinders efforts with others and in such cases other ways of assisting the individual must be found.

Trainee RE

Trainee RE, a 20-year-old male, dropped out of school in the tenth grade for medical reasons. Six months prior to his enrollment in Project Growth, he had been a patient at a state hospital for the mentally ill for a period of three years. His previous history indicates a series of extreme emotional lapses which may have had their beginning with the death of his mother some 12 years ago. Following her death, the father, who is now retired, has assumed the responsibility for a family of ten children.

When Trainee RE entered the program, it was evident that he needed friendship and understanding. In his attempt to seek out friends, he was easily discouraged because he felt he was being laughed at. Observing Trainee RE in his leisure time, one was given the impression that he was very unhappy; however, as project phases changed, he attained more self-confidence and the other participants began to accept him. His personality is of the type that makes one want to help him as much as possible.

After completing Phase III of Project Growth, Trainee RE was enrolled in welding, but his ambitions far exceeded his capabilities. The emotional pressure resulting from his desire to succeed was too great, and he was returned to his home for a rest of two weeks. Upon completion of this rest period, he returned to the project and was assigned to custodial training. This training program seemed to relieve some of Trainee RE's concerns and proved to be a satisfactory assignment. While in this program, he worked very hard and seemed to be happy.

After 14 weeks of custodial training Trainee RE was graduated and was placed in employment as an assistant custodian with the university. The following paragraph quoted from Trainee RE's supervisor gives a vivid picture of his role as a custodian: "Trainee RE is a very hard worker. He does a good job on regular cleaning such as dusting, mopping floors, buffing and waxing floors, vaccuuming rugs and cleaning windows. You may have to explain to him a little more than to most people; however, once he learns, he'll never forget it. I don't believe he could handle a building by himself, but if he works in a building with a supervisor, he will be a very good employee."

Because of Trainee RE's emotional problems, the project arranged for him to remain in university housing while working for the university. However, in June, 1966, with the completion of the regular school year and the taking over of Carey Hall by the Women's Job Corps, it was necessary for this former trainee to be placed in housing outside of the university. This created a traumatic situation and upon recommendation by his brothers and sisters he terminated his employment.

Trainee RE has great desires to please everyone he meets. His determination to do a good job is a valuable asset, but he needs self-confidence. A happy and productive life as a member of our society is possible but he needs continuous support. By returning to his home community he has received this support from his family, but he also has a great desire to be employed. In the community in which he resides, employment opportunities are few and far between. For such individuals a means of continued support it probably necessary.

Trainee BC

Trainee BC was the only trainee enrolled in the residential training program who spent a majority of his life outside of the Upper Peninsula. His early life was spent in Ohio where his father worked on construction jobs. Injury and illness forced him to retire and the family moved to Michigan. Both the mother and the father and the seven children when old enough dropped out of school. The four children still of school age receive little encouragement to make the best of their educational opportunities, and the likelihood is that they will also become dropouts.

Trainee BC quit school to help support the family. His last year in school was marked by poor attendance although he managed to maintain passing grades. He felt that as long as he could pass the assigned work, attendance was not necessary. His scores on the Gray Oral Reading Paragraphs and the General Aptitude Test Battery indicated high ability; therefore, he was assigned to vocational education eight hours a day and provided with a self-study program in preparation for the General Educational Development Test. Within four months he took and satisfactorily passed this test and received from his local high school an equivalency diploma.

Except for periodical visits to Ohio, Trainee BC was a model trainee. His attitude, for the most part, was positive and his work in machine tool training was exceptional. It would have been possible for the project to have transferred him into a regular program within a short period of time after his arrival, but the project staff felt that a few "role models" were necessary as a stablizing influence on those trainees less highly motivated. Trainee BC was not a leader, but his enthusiasm for training had an indirect influence on others in the program.

Trainee BC entered the MDTA machine tool training program in the middle of the training schedule; therefore, it was necessary for him to continue his training in the next machine tool training program. The instructor utilized his capability and assigned him a foreman's role in the new class. In this role Trainee BC developed some of the skills of a leader.

Prior to completion of training, Trainee BC expressed an interest in tool and die apprenticeship training and immediately contacts were made with employers located in the Detroit area. Most of those contacted rejected considering him for an apprenticeship program because he was not a high school graduate. After considerable correspondence and conversation by telephone with the personnel department of the Ford Motor Company, it was agreed that Trainee BC would be given an opportunity if he could rank high enough on a test given to apprenticeship applicants. On this test he ranked seventh among those taking the test and shortly after completion of his training program, Trainee BC began a tool and die apprenticeship program with the Ford Motor Company.

On several occasions since leaving, Trainee BC has been in contact with the project office. His work has progressed most satisfactorily and recently he was given an occupational deferment.

The project's role in the success of Trainee BC was quite limited. Contact and persuasion by local recruiters resulted in his being enrolled and the project was able to provide training at the time he wanted it. Being highly motivated, little more was necessary except that Trainee BC needed some support and guidance. In a more regimented setting, his trips to Ohio might have resulted in a conflict, and being independent and stubborn, he may have reacted in a negative manner and discontinued training.

Trainee RC

Trainee RC, a 24-year-old married male, was another of the project's model trainees. Being the youngest child in the family of ten children, Trainee RC is very knowledgeable of the problems of poverty. His previous history was not marked by any major conflicts with authority, but a reaction by a member of the community reflects the general conclusions some people have of the disadvantaged: "So he is going to Marquette, what has he done now?" Marquette is also the home of the Marquette Branch Prison.

From the beginning of the program, determination to learn as much as possible was noticeable. Learning machine tool technology without being able to read is not an easy task, but Trainee RC did learn. His efforts in basic education were a joy in themselves. At times it appeared as though he might exhaust himself in his efforts as there was not sufficient time in the day to accomplish all he wanted.

As a result of his efforts Trainee RC completed training and was placed on a job in lower Michigan. With the help of a grant from the Mobility Project, Trainee RC relocated his family in a rented farm some 22 miles from his work station. Having his family in a rural setting more than compensated for his having to drive this distance, and living within short travel distance to Intrastate Highway 75 has also facilitiated visitations from instructors and others who are enroute to the state capitol.

During the Experimental and Demonstration Reunion Trainee RC reported that he was working overtime and six days a week. In addition his old skill of shoeing horses is in great demand. Residents in the area raise ponies and enter them in pulling contests, but there are no available blacksmiths. He now has a growing business on the side and in the last month he earned $200 above his regular income. At this rate Trainee RC will have, in a very short time, reimbursed the government in the form of income tax for his training expenses. Trainee RC also indicated that he now has hopes of paying back his debts within the coming year.

Again in this instance an effective recruiting effort was necessary as Trainee RC needed encouragement. A receptive, interested, understanding, enthusiastic, instructional staff did the rest. No claims for miracles can be made, but without special programs for those individuals who, for any reason, have failed to complete a conventional education program, continued failure and loss in human dignity will result.

CHAPTER VIII

SUMMARY OF THE EFFECTIVENESS OF THE EXPERIMENTAL AND DEMONSTRATION FEATURES

DEMONSTRATION FEATURE 1

The concept that service can be provided to every person approached as a candidate for the on-campus residential training program needs some interpretation prior to rendering any conclusions. If service to each person approached means referral of each interested and eligible applicant to an appropriate agency or training program, then service can be rendered to all. Service in this instance means transferring responsibility for the individual to another person or agency who has responsibility for certain types of service. An example would be the referral of a person in need of training to the local Michigan Employment Security Commission office without considering the availability of training or the applicant's interest in training. If meaningful action is the meaning of service, then limitations in agencies' budgets, quotas for available training programs, location of service, and associated problems all interfere with the possibility of making service to all a reality.

DEMONSTRATION FEATURE 2

Indigenous rural opinion leaders were recruited and did serve with small community organization representatives as volunteers in recruiting candidates for training and did provide assistance in the development of OJT programs, but the effectiveness of counseling support was limited. Limited counseling support by community volunteers was, in all probability, the direct result of a limited in-service training program and limited supportive service to the efforts being made by volunteers. Other project responsibilities were given priority; consequently, any conclusions relative to the value of lay counseling must be considered in terms of the above. Individual and community support and involvement was a positive factor in the lives of trainees; therefore, one might assume that indigenous counseling support would be an equally positive influence.

Creating interest and enthusiasm in the beginning stage was a relatively easy task; however, maintaining this enthusiasm and interest took much more effort. The small number of persons served did not provide a large enough group to fully involve all community volunteer committee members. In addition, the concept of total service required many talents of lay people which necessitated a thorough "in-service" training program.

Like our trainees, committee members needed to see success and success with trainees is very intangible and fragile. Not only does maintaining interest require rewards in the form of seeing something accomplished, but the accomplishments must also be observable within a short period of time, and growth should be noticeable throughout the program. Appreciation of the difficulties of the poor is only fully understood by those who understand the nature of the problem and the social-psychological make-up of the individual being served. There are many more frustrations than there are rewards and for committee members other types of rewards are necessary. The on-campus visitations and workshops served this purpose but were not attended by a sufficient number of persons to be fully effective. Added to the problem of maintaining interest is the wide geographical area from which trainees are recruited. Traveling 25 miles in an attempt to be of assistance only to find the individual away from home is not conducive to a continuation of such an effort unless other forms of reward are available.

In spite of the many problems associated with the use of indigenous rural opinion leaders, they were very helpful in recruiting, referring, and in providing supportive assistance to trainees following their enrollment. Selection of these rural opinion leaders is the key to recruiting. Some volunteers were professional volunteers and action is not a part of their vocabulary; therefore, selection while being a rather difficult task is a most important one. In rural areas geographical representation is a must. Volunteers should be selected because of knowledge of the area and its inhabitants and should have a sincere desire to help. It should be noted that a desire to help does not necessarily mean that all individuals are knowledgeable of the sociological and psychological problems associated with poverty or that when they do become involved they are able to communicate acceptance, understanding, and sincerity.

DEMONSTRATION FEATURE 3

The concept of a revolving constant size university based training group of 30 persons as a suitable instrument for remedial literacy training, urban orientation, and job preparation presented many operational and instructional problems but was admirably suited for the purpose it was designed to serve. Enrolling trainees in groups would have eased the instructional problems for basic education personnel but would have created other problems more difficult to resolve. Recruiting 30 individuals from a large geographical area for a specific time of enrollment would not be an easy task. Referring large groups once they have arrived on campus into on-going MDTA programs would have created another type of problem. In small groups or individually "piggy backing" trainees into regular programs was not a difficult task.

An alternative solution would have been to enroll all persons into one or two special training programs designed solely for E. & D. trainees. Such a policy would, however, limit the variety of training opportunities and would, in all probability, result in the enrollment of trainees in training programs they would not prefer.

Use of the revolving constant size groups did enable the project to make recruiting an on-going activity, did provide each individual enrolled a wider variety of training opportunities, did force individualized instruction, and did enable the project to utilize veteran trainees as "role" leaders in helping new trainees adjust to living on a university's campus.

The key to this endeavor was in having available a competent staff of instructors capable of providing individualized instruction. In this project only with the first group did all 30 trainees start at the same time. Reading levels varied from nonreaders to persons scoring above the twelfth grade level on a reading test; consequently, at no time was there a semblance of homogeneity. The length of training for each trainee varied from 14 to 52 weeks with a few trainees dropping out as the program progressed. Not only is individualized instruction a necessity but the instructors must also continually adjust to new trainees. Use of the more able to help the less skilled enabled more individualized instruction to take place. In spite of what has been a very difficult instructional arrangement, a meaningful basic education program has been provided.

Perhaps the most significant thing accomplished in the way of training has been the ability of the project to successfully enroll E. & D. trainees in regular MDTA programs at any point in the training schedule. In some instances trainees have entered training at as many as four different times requiring of the instructor a minimum of five separate preparations. The adjustment to multiple preparation for each class is very demanding, but it has also been a success.

All training programs were individualized and designed to develop a skill. The length of training program was determined by the individual's ability to reach his vocational objective. In some instances adjustments had to be made in the skill level objectives of a trainee and for a few, it was necessary to change training objective.

The significant point is that individualized instruction can be provided to trainees who have a wide range of abilities and who start at various times in the training program schedule. As one of the instructors put it, "The demands are tremendous and the rewards small. Each trainee who drops out tears at the heart, making it difficult to continue, but with each success all is rewarded. The easy way is to avoid becoming involved."

DEMONSTRATION FEATURE 4

Remedying medical, optical, and dental problems through the available resources of existing agencies and organizations in rural areas was not a success from a coordinated program standpoint. The successes that were achieved were individual in nature. A few individual health problems were resolved by the eligibility of the individual for the Department of Vocational Rehabilitation's services; a few others were helped by private physicians who had interest in the individual; and a few others were helped through funds made available from other agencies. In general one might conclude that problems of wide geographical areas and other problems associated with an organized effort are not conducive to an allout attack as was designed in the project plan. The attitude of physicians, in some instances, is comparable to that of many local citizens who are aware that many times persons in poverty spend money in ways not acceptable to middle class society's moral dictates. Consequently, they feel that these same persons should be able to pay for service rendered. This leaves out consideration of the needs of other members in the family.

DEMONSTRATION FEATURE 5

Project efforts to fully develop an OJT program were handicapped by factors other than the practicality of the training program itself. An increase in employment during the project's operation enabled the more able and the more highly motivated rural dropout to find employment either at home or away from the home community. Of the remaining unemployed there was a higher per cent of severely handicapped and disadvantaged rural dropouts, most of whom were in need of rather extensive counseling and supportive services such as the residential training program was designed to provide. With a more limited population base to work with, it was the project's decision to enroll as many of these hard-core unemployed in the residential training program as was possible.

The rural areas included in the area to be served are most limited in industrial development. Consequently, the development of on-the-job training programs were restricted in the variety of training that could be offered and in the number of possible training stations. Much of the area is dependent upon tourism and related activities which, for the most part, are seasonal and demand few technical skills. Only a few such establishments require of employees skills that are adaptable to the development of a training program.

Traveling to and from the training stations was another factor of concern. Relocating in the vicinity of an OJT training site was an answer that was improbable because the wages paid did not provide sufficient income to cover living costs. On the other hand, remaining in the home community and commuting was not practical because of limited public transportation and the unreliable nature of personal transportation.

All the above limited the number of OJT subcontracts initiated by the project. The few OJT programs conducted, however, were most satisfactory. From these programs trainees obtained skills, employers gained from the acquisition of a productive employee, and the community gained from a reduction in supportive costs and from the individual's ability to become a productive member of society. Everyone gained from increased understanding.

DEMONSTRATION FEATURE 6

The project was able to demonstrate that the resources of a university community can be mobilized for a special supportive program of assistance to a residential trainee group of culturally disadvantaged individuals living on a university's campus. Efforts, however, to mobilize regular undergraduate students as counselors and tutors became an individual matter and not a university student group activity. The reasons why this demonstration feature had limited success was mechanical in nature rather than an indication of an inability on the part of university students to communicate with E. & D. trainees. The variety of training schedules for E. & D. trainees, the variety of class schedules of university undergraduates, and the project's emphasis on other action features made a full-scale effort impossible. To accomplish the above would have required more coordination time than the staff could devote without endangering other phases of the project's operation.

In the residence hall where trainees were housed, a satisfactory relationship between the regular university students and E. & D. trainees was established on an informal rather than a formal basis. The relationship with students outside of the residence hall in which E. & D. trainees were housed was, for the most part, nonexistant or distant at best.

DEMONSTRATION FEATURE 7

Through the medium of the unit orientation to the world of work, E. & D. trainees were prepared for the personal demands of employment and for possible migration to jobs and life in an urban community. Without this unit in the program it is unlikely that many of the E. & D. graduates would have relocated.

To date 74 per cent of the E. & D. graduates have relocated indicating that fears in regard to living in a new community can be reduced. Of those who have relocated, a few have returned to their home communities when employment became a possibility. It does appear that employment has become an immediate factor in their lives.

DEMONSTRATION FEATURE 8

Local citizens and organizational leaders did, by being involved in specific action plans, help specific persons become aware of and skilled in the use of existing local, state, and federal resources to help solve the problems of the target population. In the early stages of the project's operation when the number being contacted was high, there was much enthusiasm and action. The community volunteer committee not only assisted the target population but referred and assisted others in need of and desirous of help. In the process effective service was provided and a community network was inaugurated. As the number of persons eligible for project assistance became fewer and the program became "old hat," the enthusiasm and effort of some community members waned. New programs and committees in the form of E. O. A. action groups were attempting to provide a similar type of service only in this instance a paid staff was available to do the planning and to carry out programs. Under these circumstances it was impossible to test whether or not a group of lay citizens could become leaders in an effort to resolve local poverty and unemployment problems.

DEMONSTRATION FEATURE 9

Individual-designed remedial and vocational education programs including exposure to university-campus cultural opportunities provided an effective and economical tool in the training of rural dropouts for entry into skilled occupations and for participation in the community of their choice. Most of the $35, 940. 42 spent for training purposes was used in two programs--the basic education and the production weldor training components. Enrolling E. & D. trainees in regular MDTA programs enabled the project to provide training at an average cost of $283. 00 per trainee enrolled. Adding the cost of supportive services in the form of three counselors and miscellaneous costs totaling $145, 000. 00, the cost per trainee not including subsistence and allowances would be $1, 490. 00. This average cost per trainee does not include the total project expenses but considering the many other functions of the experimental and demonstration staff, using total costs would be misleading.

When one considers the value of training in terms of a reduction in welfare payments and the reduction in costs in law enforcement and related activities, the program has merit. When one considers the value in terms of human welfare and dignity, the costs to an affluent society not considering increased productivity and a repayment to society in the form of taxes is negligible.

RECOMMENDATIONS

Dropouts and castoffs or what ever one might classify those who failed to complete a secondary education program are educatable and trainable, both academically and vocationally. To meet their needs the standardized education program must be modified and more opportunity for vocational training must be provided. Delaying the expenditures necessary to provide a training program suited to the needs of all students and not only for those who are academically inclined is poor planning. Meeting the needs is in keeping with the American tradition and ways must be found to include the forgotten element. A corrective effort is much more costly than a preventive one.

The most essential element in a successful educational endeavor is an understanding, sympathetic, sincere, competent instructional staff supervised by administrators who promote innovations and who place emphasis on the worth of the individual. To attract top quality staff, higher wages are necessary but considerably more can be accomplished through the efforts of educators without increasing the cost significantly.

To effectively change a person, involvement is an absolute necessity. The benefits of the experience are not one sided. Those involved in this special effort are agreed that the benefits derived may have favored the professional staff more than they did the trainee. Those concerned with education must find ways to involve, in a meaningful way, those individuals disenfranchised from the main student body and from the main stream of American society. The program must begin with the instructional staff, and from there, reach into the lives of our citizens.

A history of failure is not conducive to continued effort or to future success. Ways must be provided for each student to achieve success. Conducting a program to meet the needs of all students while providing for a success pattern necessitates individualized instruction. This is not a new concept in education but is one that, in actuality, is infrequently practiced. It must be implimented.

In areas where large urban centers with their vocational schools are not in close proximity to rural citizens an area vocational school concept must be developed. This might be at the post high school level or a combination high school and post high school program, but the training needs of occupationally bound students must be given equal consideration.

If training programs cannot be provided locally, which will be the case in largely rural areas because of the small number of students and limited bases from which the operation can be financed, then federal and/or state funds must be made available. The demands of a growing economy and the concerns for the welfare of the human being dictate that this become the prime concern of society and that other factors hindering such action be reviewed in this light.